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ABSTRACT

The Iowa Department of Education, in cooperation with the state's 15 community colleges and Drake University, completed an outcomes study of adult vocational training/retraining programs offered through the Adult and Continuing Education Divisions of the colleges. Study goals were to profile businesses served by the colleges, evaluate employer satisfaction with the quality of the colleges' programs, determine projected employee needs for the 1990's, profile adult students and determine their satisfaction with various aspects of the programs, and identify students' reasons for attending classes. Separate questionnaires were returned from 500 businesses and industries for a 72.57% responses rate, and from 8,753 students enrolled in 1989-90 for a 26.83% response rate. Study findings included the following: (1) 93% of the businesses were satisfied with the quality of courses; (2) 60% of the businesses projected increased training needs in the 1990's; (3) among students, the average age was 38.7 years, 50.7% were high school graduates, and 45.2% were employed full time; (4) 82% of the students were either "very satisfied" or "satisfied" with overall course quality; (5) the majority of the students (57.5%) were attending the program to upgrade skills; and (6) over 70% of the students rated each of four program features (i.e., class environment, class location, registration, and tuition procedures) as "very good" or "good." Recommendations and data tables are included. Appendixes provide a map of Iowa's community colleges, the survey instruments, guidelines for administering the surveys, lists of deans and directors of adult education by district, survey response rates by district, and a series of college press releases about the study. (PAA)

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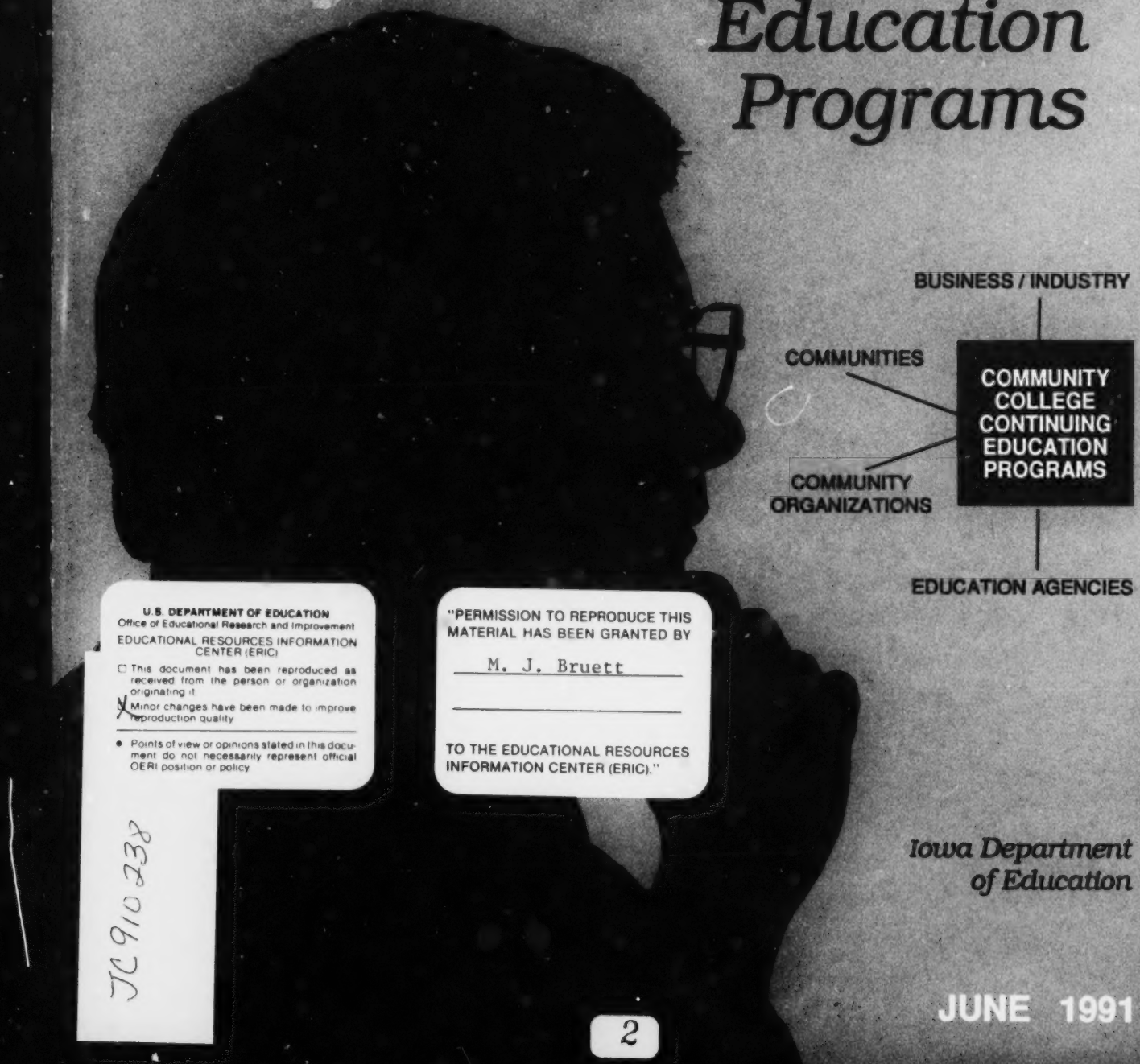
FINAL REPORT

A Study of the Impact of Iowa Community College Continuing Education Programs



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Iowa Department of Education

JUNE 1991

State of Iowa
DEPARTMENT OF EDUCATION
Division of Community Colleges
Bureau of Educational and Student Services
Grimes State Office Building
Des Moines, Iowa 50319-0146

A Study of the Impact of Iowa Community College Continuing Education Programs

June, 1991

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EPIGRAPH

Only when we begin to show as much enthusiasm for the continuing education of every adult citizen as we do for our children's education can we expect realistic results.
Paul Bergevin. *A Philosophy For Adult Education.*

By education, then, I mean goodness in the form in which it is first acquired by a child . . . the rightly disciplined state of pleasures and pains whereby a man from his first beginnings on will abhor what he should abhor and relish what he should relish.
Plato. *Laws, BK II.*

Adults enter their schools with very different feelings from children. . . . They attend . . . from their own desire to learn; they understand the value of the work [study] in which they engage; they keep its end in view. . . . Time to the adult learners is precious. . . . In the instruction of adults . . . our conduct . . . should demonstrate to them that we are their sincere friends.
Thomas Pole. *A History of the Origin and Progress of Adult Schools.*

I have never ceased learning. . . . After all, what is education but a process by which a person begins to learn how to learn?
Peter Ustinov. *Dear Me.*

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EXECUTIVE SUMMARY: A STUDY OF THE IMPACT OF IOWA COMMUNITY COLLEGE CONTINUING EDUCATION PROGRAMS

Introduction

The Iowa Department of Education, in cooperation with Iowa's fifteen community colleges and Drake University, completed an impact/outcomes study of Adult Vocational Training/ Retraining programs offered through the Adult and Continuing Education Divisions of the community colleges. This study is the first in Iowa and one of the few in the nation to examine the impact/outcomes of continuing education instructional programs. The following is a synopsis of the study identifying: (1) goals, (2) continuing education outcome measures, (3) results, and (4) conclusions and recommendations.

Goal

Develop outcome measures that demonstrate the characteristics of quality, economic impact and accountability of the Adult Vocational Training/Retraining Education programs offered through Iowa's Community Colleges' Continuing Education programs.

Outcome Measures

Business and Industry

1. Develop a profile of businesses and industries served by Iowa's Community Colleges' Adult Vocational Training/Retraining instructional programs.

2. Determine employer satisfaction of businesses and industries regularly served by Iowa's Community Colleges' Adult Vocational Training/Retraining instructional programs.

3. Determine projected business and industry employee Adult Vocational Training/Retraining needs for the 1990s.

4. Determine ways in which community colleges can provide better service to businesses and industries.

Adult Clientele

1. Determine clientele background and demographic information.

2. Determine adult clientele satisfaction with Adult Vocational Training/Retraining Instructional programs.

3. Determine primary goals for attending courses.

4. Determine adult clientele ratings for four administrative features of the program:

   a. registration procedures.
   b. tuition payment procedures.
   c. class location.
   d. class environment. (e.g. lighting, seating, instructional resources, etc.)

Target Populations

There were two primary target populations involved in the study:

1. Businesses and Industries regularly served by Iowa's Community Colleges' Adult Vocational Training/Retraining instructional programs.

2. Adult clientele enrolled in Vocational Training/Retraining programs during fiscal year 1990 (July 1, 1989-June 30, 1990).

Methodology

Two separate questionnaires were targeted towards two target populations: (1) businesses and industries served by Iowa's community colleges in Adult Vocational Training/Retraining Instructional Programs, (2) adults who were enrolled in Adult Vocational Training/Retraining Instructional Programs during 1989-1990.

A total of 689 businesses and industries were surveyed to determine perceptions relative to the quality of programs offered in conjunction with the community colleges' training/retraining programs. A total of 500 responded for a response rate of 72.57 percent. The following criteria were applied for the selection of businesses and industries to be surveyed: (1) those businesses and industries that have been regularly served by Iowa's Community Colleges Adult Vocational Training/Retraining Instructional Programs for the past 2-3 years, (2) those businesses and industries which could provide quality and knowledgeable responses.

A total of 32,626 questionnaires were sent to a representative random sample of the adult population who were enrolled in Adult Training/Retraining Courses during 1989-1990. A total of 8,753 responded for a response rate of 26.83 percent. During fiscal year 1989, a total of 233,818 adults were enrolled in training/retraining courses. Therefore, a 10 percent random sampling of the target population was considered to be representative.

Results

Business and Industry

The major trends of the business and industry survey results are reported by the four outcome measures.

Outcome Measure #1: Develop a profile of businesses and industries served by Iowa's Community Colleges' Adult Vocational Training/Retraining Instructional programs.

1. 35 percent of the businesses and industries surveyed employed a range of 1-49 employees.

2. 33 percent of the businesses and industries surveyed employed a range of 50-199 employees.

3. 31 percent of the businesses and industries surveyed employed a range of 200 plus employees.

4. 63 percent reported a range of 1-20 employees who participated in courses at the community colleges.

5. 20 percent reported a range of 21-49 employees who participated in courses at the community colleges.

6. 16 percent reported a range of 50 plus employees who participated in courses at the community colleges.

7. 69 percent classified their organizations as either: (a) service oriented (30 percent), or (b) manufacturing (39 percent).

Outcome Measure #2: Determine employer satisfaction of businesses and industries regularly served by Iowa's Community Colleges' Adult Vocational Training/Retraining instructional programs.

1. 56 percent selected the community colleges because of: (a) satisfaction with past performance (32 percent), (b) quality of instruction (24 percent).

2. The two primary goals for referral of employees were: (a) learn new skills (19.5 percent), (b) upgrade employee skills (52.7 percent).

3. 89 percent reported they were "mostly" or "completely" satisfied the courses had met their retraining needs.

4. 95 percent would recommend the community colleges to other businesses and industries with the same training goals.

5. 96 percent were satisfied with the quality of the courses.

6. 93 percent reported the courses met employee training/retraining needs.

7. 84 percent felt the courses were "very" or "somewhat" critical to employee training needs.

Outcome Measure #3: Determine projected business and industry employee Adult Vocational Training/Retraining needs for the 1990s.

1. 60 percent projected increased training needs during the 1990s.
2. 36 percent projected no change in training needs during the 1990s.
3. 60 percent indicated a range of 1-24 percent projected increase in training needs during the 1990s.
4. 33 percent indicated a range of 25-74 percent projected increase in training needs during the 1990s.
5. 86 percent indicated they would utilize the community colleges to meet the increased training needs during the 1990s..

Outcome Measure #4: Determine ways in which community colleges can provide better service to businesses and industries.

1. The major ways community colleges could provide better services to businesses and industries were: (a) customized training programs (37 percent), (b) consulting services (25 percent), (c) needs assessment surveys (21 percent).

Adult Clientele

The major trends of the adult clientele survey results are reported by the four outcome measures.

Outcome Measure #1: Determine clientele background and demographic information.

1. The average age for persons enrolled in training/retraining courses was 38.7 years.
2. 60.3 percent were between the ages of 31-50.
3. 47.8 percent were male and 52.16 percent were female.
4. 92.3 percent were majority and 6.92 percent were minority populations.
5. 50.7 percent were high school graduates, 18.5 percent had "some college" and 11.5 percent were community college graduates.
6. 45.2 percent were employed full time and 29.5 percent were employed part-time at time of course enrollment.
7. 26.3 percent traveled 1-15 miles and 53 percent traveled 16-30 miles to attend courses. A total of 79.3 percent traveled between 1-30 miles.

Outcome Measure #2: Determine adult clientele satisfaction with Adult Vocational Training/Retraining Instructional programs.

1. 82 percent were "very satisfied" (25.6 percent) or "satisfied" (56.4 percent) with overall course quality.

2. 81.4 percent rated the overall quality of course instruction as "very good" (25.4 percent) or "good" (56 percent).

3. 79.8 percent rated the effectiveness of staff in presentation of course material and information as "very effective" (57.7 percent) or "somewhat effective" (22.1 percent).

4. 70.6 percent indicated they would enroll in other continuing education courses at the community colleges.

Outcome Measure #3: Determine primary goals for attending courses.

1. The primary goal for attending the courses was to update current skills (57.5 percent).

2. 70.9 percent reported they had "completely" (37.6 percent) or "mostly" (33.3 percent) achieved their primary goal.

3. 83.7 percent would recommend the courses to others with similar educational goals.

4. 70.9 percent indicated the course was "very critical" (24.8 percent) or "somewhat critical" (46.1 percent) in relation to employment and/or educational goals.

Outcome Measure #4: Determine adult clientele ratings of four administrative features of the program.

1. 74.3 percent indicated the course registration procedures were "very good" (42.4 percent) or "good" (31.8 percent).

2. 72.4 percent reported the tuition payment procedures were "very good" (41.6 percent) or "good" (30.8 percent).

3. 71.1 percent indicated the class location was "very good" (40.4 percent) or "good" (30.7 percent).

4. 81.8 reported the class environment (i.e. lighting, seating, instructional resources) was "very good" (45.2 percent) or "good" (36.6 percent).

Conclusions

Business and Industry

The primary conclusions observed from the findings of the business and industry phase of the study included:

1. **Business and industry respondents are very satisfied with the product that the community college delivers in the area of Adult Training/Retraining.**

2. **There will be an increased need for Adult Training/Retraining during the 1990s.**

3. **These increased needs will continue with present services but expand into the areas of needs assessment and the production of training tailored to specific or customized needs of changing businesses and industries.**

4. **Businesses and industries are satisfied enough to tell others their success stories.**

5. **These services simply are not perceived to be available anywhere other than through the community college.**

The secondary conclusions are presented with reference to the originally developed Outcome Measures that have come to define the Business and Industry study focus on the following four points:

1. **Profile of businesses and industries served:** Approximately one half the businesses and industries profiled had less than one hundred employees while roughly third had over two-hundred employees. Employees served appear at both ends of the continuum of size, large and small.

2. **Employee satisfaction: Community College Continuing Education Training/Retraining programs are overwhelmingly respected by companies that have utilized them.** These programs are perceived by businesses and industries to provide high quality, convenient offerings which are targeted to and do meet the needs of both companies and employees. Businesses and industries report that they strongly support these programs and say that they are meeting their Training/Retraining needs. Data supports the impression that companies that have used Adult Training/Retraining programs in the past, will continue to use them in the future. These programs are filling a crucial need for employees in upgrading or learning new skills, needs that cannot be obtained elsewhere.

3. **Business and Industry needs into the 1990s.** Almost all of the businesses and industries surveyed see a continuing need for expanded training during the 1990s. Well over one-half of the businesses and industries responding to the survey indicated that a significant increase in training/retraining needs is projected for the next decade. The majority anticipated some growth (less than 25 percent) while others believed that the growth would go as high as 100 percent. Three out of four businesses and industries survey projected an increase in employee training needs; the majority of those anticipating increased training reported "upgrading of skills" as their primary goal. Nearly all (97 percent) of the companies anticipating need for increased training would recommend the local community college to their fellow businesses and industries. Those businesses and industries indicating increased training needs were "satisfied" or "very satisfied" with the quality of training that they had received. Over 85 percent of those surveyed responded that they would likely be using the community colleges to meet their training/retraining needs during the next decade.

4. **Ways the Community College can provide better service.** Customized training programs were indicated to meet the main needs of businesses and industries during the next decade. Business and industry indicate that they believe the local community college can meet their expanding needs, especially through assistance in identifying employee training needs and developing training programs to meet these needs.

Adult Clientele

The primary conclusions observed from the findings of the adult clientele phase of the study included:

1. **The community colleges are serving a representative sample of the Iowa mainstream adults in the training/retraining courses.** The socio-demographic profile reported for outcome measure #1 indicated the same profile as the 1980-1990 census data reported for mainstream Iowa adult citizens. Other research studies conducted on the adult population reinforces the conclusion drawn from the impact study.

2. **The adult clientele respondents are satisfied with the courses the community colleges deliver in the area of training/retraining programs.** The data reported for outcome measure #2 reinforces the conclusion that: (1) course quality, (2) course instruction, and (3) instructor presentation of course material and information were rated "very effective" or "effective". This conclusion is further reinforced by the fact that a significant number (70 percent) indicated they plan to enroll in other continuing education courses at the community colleges.

3. **The major reason for attending training/retraining courses is to upgrade current skills.** The data trends reported in outcome measure #3 reinforce the concept that the area of training/retraining is the fastest growing segment of education. Numerous references have documented this trend throughout the "trends for the 1990s" section of this study. Moreover, the adult clientele indicated they had "completely" or "mostly" achieved their primary goal of "updating current skills". They also indicated the courses were "very critical" or "critical" to employment and/or educational goals. It is obvious that the community colleges met the employment and/or educational goals of the adult clientele.

4. **The administration of the training/retraining programs was well organized and met adult clientele educational objectives.** The data reported for outcome measure #4 indicated the adult clientele were satisfied with the administration of the courses. The majority of the ratings for administrative features such as: (1) registration, (2) tuition payment procedures, (3) class location and (4) class environment were "very good" or "good".

Recommendations

Business and Industry

Recommendations focus upon four distinct areas in relation to the Business and Industry phase of the study:

1. **Economic Development Strategies:** Based on the success shown in the survey, the adult continuing education programs have demonstrated the ability to meet the Training/Retraining needs and upgrading needs of businesses and industries in Iowa, and to do it with quality programming. Today the challenge for the primary provider, adult and continuing education non-credit programs, is to continue to provide service to accommodate increased needs as identified by those surveyed.

2. **Adult Education Programming and Outreach Efforts with Businesses and Industries:** Satisfied customers should be used to market Business and Industry programming. In doing this community colleges should expand their programming and services in the area of Training/Retraining to businesses and industries while continuing to focus on specific training needs. Community college adult education programs will, by necessity, work in partnership with businesses and industries in ascertaining the exact focus and scope of these expanding needs. In order to accomplish this mission, continuing education programs should secure additional resources so as to enable the expansion of its programs and services. This activity focus will ultimately be achieved only if continuing education is an integral part of the state funding formula. To ensure that all of these goals are realized, community colleges and their adult education programs (Training/Retraining Programming) must maintain a flexible, locally controlled delivery system).

3. **Legislation and Funding Issues:** There should be replacement and expanded funding of the Carl Perkins Adult Vocational Funds for Training/Retraining and Apprenticeship programs. Over one-half of the companies responding to the survey indicated a need for consultation in the assessment of their training needs. It is recommended that the State of Iowa fund a full time **Training Needs Consultant** position within the Continuing Education Division of each Community College.

4. **Traditional/Nontraditional Course Offering Issues:** Historically the comprehensive and flexible Training/Retraining delivery system provided by the community colleges has been demonstrated to have met the needs of local businesses and industries. This system **must be maintained** and its comprehensiveness and flexibility must be guaranteed. Consistent with this concept, there is a critical need to maintain the funding philosophy that will continue to provide training for business and industry that meets their needs and is provided at a time and place that is appropriate. To guarantee that all of the points that have been enumerated in this recommendation section will be achieved, it is critical that community colleges maintain local authority and autonomy in the educational process when determining appropriate training for business and industry.

Adult Clientele

The following recommendations were made as a direct result of the adult clientele phase of the study.

1. **The community colleges should continue to serve the adult citizenry with training/retraining courses.** The literature and field observations indicated the training/retraining programs are the fastest growing segment of continuing education.

2. **The customized training/retraining programs should be expanded into organizations they are not currently serving.**

3. **Continuing education programs should concentrate on linking with telecommunications technology to offer distant learning opportunities to a greater number of Iowa's adult citizenry.**

Summary

1. **The present community college continuing education delivery system is clearly accountable to its constituents and has had a significant impact in meeting the educational needs of Iowa's adult citizens. The current trend indicates the same accountability factors will hold constant into the twenty-first century.**

2. **Iowa's Community Colleges' Adult Continuing Education Divisions have effectively served the educational/training needs of Iowa's businesses and industries for the past two decades. This effort has been recently enhanced with the addition of Economic Development funding and emphasis.**

3. **A significant and effective linkage system of local community entities (businesses, industries, local educational agencies, etc.) has been developed by Iowa's Community Colleges to expand programming efforts in the local communities.**

4. The continuing education programs, offered through Iowa's community colleges, will continue to have a significant impact on economic development strategies and the overall quality of life currently enjoyed by Iowa's citizens.

5. Current projections clearly indicate a continued and increasing need for training and retraining programs for Iowa's businesses and industries. The community colleges are in a position to meet these increased demands for training and retraining.

6. Flexibility is the key to offering continuing education programs that meet the needs of Iowa's adult citizenry.

7. Local autonomy, governance and decision making provide the needed flexibility to meet Iowa's educational needs. The present continuing education delivery system must be allowed to continue to function with this framework.

8. A significant number of continuing education programs should continue to be offered as non-credit courses. The educational needs of many adults are better served through non-credit courses.

9. Significant state funding must continue to be channeled into Iowa's Community Colleges' Continuing Education Programs in order to effectively meet the future educational needs of Iowa's adult citizenry.

FOREWORD

The network of community colleges in Iowa is a strong and successful post-secondary educational system. The community college system has served the State of Iowa for over twenty-five years offering many types of educational programs and business and industry training in a comprehensive manner.

Continuing and adult education is a growing sector of education in America. The latest national statistics show the number of persons involved in continuing and adult education increased 70 percent from 1969 to 1984, while the population 17 years old and over increased 33 percent. *(U.S. Department of Education, 1986).* This growth reflects a changing concept of education in which formal instruction does not stop with a high school or college degree, but continues throughout one's life.

One of the missions of Iowa's community colleges is to fill the needs of continuing education. The community colleges have responded to this need by having an average annual enrollment of 400,000 in their continuing education programs. Most of these students are enrolled in job-related classes. Thus, Iowa's community colleges play an important role in training and retraining of Iowa's work force.

There is a need for community college education to be accountable to the populous that it serves. Iowa's community colleges have taken a proactive accountability approach and have undertaken the first Iowa study of its kind with this study entitled: *"A Study of the Impact of Iowa Community College Continuing Education Programs."* A total of 689 businesses and industries were surveyed and over 32,000 adult students were surveyed in this landmark study of the quality of continuing education programs in Iowa. This study represents a collaborative effort among three educational entities which are : (1) Iowa's Community Colleges, (2) Drake University, and (3) Iowa Department of Education. This collaborative effort is of special significance since it clearly demonstrates a proactive philosophy through a third party focus.

There exists in our nation a mismatch between poorly or narrowly skilled workers and present and future work place requirements. If they are to be gainfully employed over time, workers need to become lifelong learners with the skills and intellectual tools to promote growth. **This study clearly shows an overwhelming approval for the community college continuing education programs in the State of Iowa by employers and by the adult students.** Business and industry and adult students in this study attest to the quality education found in the continuing education classes of the community colleges in the State of Iowa. These positive results suggest that training and retraining continuing education will be an important future role of the Iowa community college movement and that business and industry will continue to look to the community college for education and training.

Mr. Lowell Junkins
Executive Director
Iowa Association of Community
College Trustees

Dr. Richard L. Byerly
Chairperson
Iowa Association of Community
College Presidents

PREFACE

The **Iowa Community College Continuing Education Impact Study** was conducted in order to document the qualities of excellence, accountability and purpose that are present in Iowa's Community Colleges Adult and Continuing Education programs. Iowa's Adult and Continuing Education programs have established a national reputation for their excellence, accountability, quality and research paradigms.

What constitutes an effective continuing education and community service operation is determined by the clients a community college elects to serve, the programs it chooses to offer, and the outcomes it hopes to produce. In general terms, most community colleges can assess the effectiveness of their continuing education and community service missions by concentrating on four key goals:

- Achieving educational outcomes
- Attaining program outcomes
- Meeting community needs
- Bridging to other college missions

Also, as colleges consider intended outcomes, they should identify both the direct and the indirect benefits they expect to produce by offering a program or service. For example, a customized training program designed to improve the reading skills of employees has the direct benefit of increasing both worker skills and productivity. In addition, such a program may have the indirect outcome of keeping the company located in the area, with all the attendant economic benefits to the community. Although indirect outcomes are difficult to measure, colleges should attempt to specify those they hope to accomplish and then document these outcomes as best as they can.

Another motivation for assessing a college's performance of its continuing education and community service mission is that the adult education market is highly competitive. In order to compete successfully with other providers, community colleges must develop means to assess community needs and interests accurately; to evaluate program elements, including quality, delivery method, place, and price; and to monitor and control the costs of producing continuing education programs. They must learn their market and serve it effectively (Cosgrove, 1990).

Education is likely the single largest industry in the United States. Depending on the forecast or expert, **lifelong learning will achieve that status anywhere from 1988 to 1995.**

The latest estimate is that education is expected to be the biggest industry by 1995, with more than $6 billion being spent, this according to a recent article by Jane E. Jarrow, Executive Director of the Association on Handicapped Student Service Programs in Education. Less than $2 billion of that figure will be spent in formal education (K-12). **The rest will come in adult education, on-the-job training, technical education and the like** (Adult and Continuing Education Today, 1990).

Corporations currently spend $60 billion annually for formal training of workers, making adult learning for the workplace " the fastest growing and surely one of the most consequential sectors of education" (Carnegie Foundation, 1991).

The Iowa Community College Continuing Education programs have an average annual enrollment of between 375,000 - 425,000 adult students. Adults enroll in continuing education programs for a variety of reasons. One of the main reasons is upgrading of vocational and job related skills. Approximately 225,000 - 234,000 adults enroll in Adult Vocational Training/Retraining courses. These adults, in turn, significantly contribute to the economic development opportunities available in their local communities as well as insuring the quality of life for which Iowa has established a national reputation.

Iowa's community colleges also serve the training/staff development needs of 2,500 - 3,000 businesses and industries strategically located throughout the state. These organizations significantly contribute to economic development and employment opportunities in their local communities.

Given these target populations, the major goal of the Continuing Education Impact Study was to **develop outcome measures that demonstrate the characteristics of quality, economic impact and accountability of the Adult Vocational Training/Retraining Education programs offered through Iowa's Community Colleges' Continuing Education programs.**

The results of the study, presented herein, reinforce the concept that Iowa's Community Colleges' Adult and Continuing Education programs are accountable to the citizenry of Iowa and do positively contribute to a quality life style.

It has been projected that the main mission of Iowa's Community Colleges by the year 2,000 will be the retraining of the Iowa adult citizenry. This study represents an important first step towards documenting the accountability of this mission.

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The Iowa Study was modeled, in part, after a similar Maryland study entitled: *Continuing Education Outcomes at Maryland Community Colleges and Continuing Education Student Follow-up Report (1988).*

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IOWA'S COMMUNITY COLLEGES' CONTINUING EDUCATION IMPACT STUDY

INTRODUCTION

This evaluation report presents the structure, format, process, methodology, results and conclusions of Iowa's Community Colleges Continuing Education Impact Study.

Iowa has an excellent program of Continuing Education, which is currently operated through the 15 community colleges' adult and continuing education divisions. The merged area schools were established when the 61st General Assembly in 1965 approved legislation (Chapter 280A, Code of Iowa) permitting the development of a statewide system of post-secondary educational institutions. The law officially designated these institutions as merged area schools, to be organized by merging geographical areas. It authorized boards of education of county school systems to plan for the merger of county school systems or parts thereof to develop a merged area, provided that no local school district be part of more than one merged area.

The Iowa statewide delivery system has been clearly established and accepted as an effective way of reaching the adult population in locations across the state. Reaching the adult population and meeting its educational needs are part of the mission and public responsibility of all local, area, and state agencies and institutions. Through the statewide delivery system, the task and directions ahead for adult educators have become a meaningful reality. As new demands and challenges develop, the experience with and knowledge of the support and services provided by this system will enable adults to persist in their pursuit of their educational goals and objectives.

GOAL

The major goal of the impact study was to: **Develop outcome measures that demonstrate the characteristics of quality, economic impact and accountability of the Adult Vocational Training/Retraining Education programs offered through Iowa's Community Colleges Continuing Education programs.**

OUTCOME MEASURES

The outcomes measures of the impact study were divided into two major categories: (1) business and industry outcome measures, (2) adult clientele outcome measures.

Business and Industry

The business and industry outcome measures were:

1. **Develop a profile of businesses and industries served by Iowa's Community Colleges' Adult Vocational Training/Retraining Instructional programs:**

   A. organizational size.

   B. employee participation in Adult Vocational Training/Retraining courses.

C. type of business or industry.

2. **Determine employer satisfaction of businesses and industries regularly served by Iowa's Community Colleges Adult Vocational Training/Retraining instructional programs:**

   A. selection of community college to conduct training/retraining courses.

   B. determination of employee primary goals for training/retraining courses.

   C. determine the extent to which training/retraining courses met organizational training needs.

   D. determine whether organization would recommend training/retraining courses to other businesses and industries with similar training goals.

   E. ascertain employer satisfaction with training/retraining courses.

   F. determine if training/retraining courses met organizational employee training needs.

   G. determine importance of training/retraining courses to employee training needs.

3. **Determine projected business and industry employee Adult Vocational Training/Retraining needs for the 1990's:**

   A. determine decrease/increase projected employee training needs for the 1990's.

   B. determine projected percentage increase in employee training needs for the 1990's.

   C. determine utilization of community colleges as a provider to meet employee training/retraining needs.

4. **Determine ways in which community colleges can provide better service to businesses and industries.**

Adult Clientele

The adult clientele outcome measures were:

1. **Report clientele background and demographic information:**

   A. age.

   B. sex.

   C. racial/ethnic background.

   D. level of education at time course was taken.

   E. employment status at time course was taken.

   F. number of miles traveled to attend the course.

2. **Determine adult clientele satisfaction with Adult Vocational Training/Retraining Instructional programs:**

   A. determine overall course quality.

   B. determine overall quality of instruction.

   C. determine effectiveness of teacher/staff presentation of materials.

   D. determine future enrollment patterns in other continuing education courses.

3. **Determine primary goals for attending courses:**

   A. primary goal for enrollment.

   B. extent to which primary goal was achieved.

   C. recommendation of courses to other people who share same primary goal.

   D. importance of course in relation to employment and/or educational goal(s).

4. **Determine adult clientele ratings of four administrative features of the program:**

   A. registration procedures.

   B. tuition payment procedures.

   C. class location.

   D. class environment. (e.g. lighting, seating, instructional resources, etc.)

TARGET POPULATIONS

There were two target populations surveyed for the impact study:

1. **Businesses and industries regularly served by Iowa's Community Colleges' Adult Vocational Training/Retraining Instructional programs.**

2. **Adult clientele enrolled in Vocational Training/Retraining instructional programs within the last 3-12 months.**

The businesses and industries selected to be surveyed met the following selection criteria.

1. they were regularly served by Iowa's Community Colleges in Adult Vocational Training/Retraining Instructional Programs for the last 2-3 years (1988-1990).

2. they could provide quality and knowledgeable responses to the survey.

The adult clientele surveyed were those adults who had been enrolled in a vocational community college training/retraining course during fiscal year 1990. (July 1, 1989-June 30, 1990).

MISSION AND FUTURE ROLE OF COMMUNITY SERVICES AND CONTINUING EDUCATION

Overview

A historical perspective is useful for understanding the present role of the community services and continuing education function in the nation's community colleges. The function began as an outgrowth of the community college's mission expansion. The recognition of the importance of the community component of the college resulted in community services becoming a significant aspect of the collegiate mission during the 1960s. While it was recognized that the community commitment should permeate all areas of the college, community services was distinguished as "the cutting edge through which the college penetrates into community life and through which the total program at the college becomes increasingly more relevant to community needs" (Myran, 1969).

The unifying common denominator of the community services movement was, and is, that the function is designed to address unmet community needs and unrealized community potential. Community services range from personal development to community development services (Gleazer, 1969). The predominance of certain programs and delivery modes in specific institutions is a function of local needs and the prevailing societal issues and trends. Varying college resources—credit and noncredit offerings, day and evening courses, campus and outreach classes, programs for youth and adults—are utilized. However, certain characteristics such as flexible scheduling and off-campus programming tend to permeate virtually all community services. As is characteristic of the community services function, programs continually have responded to societal issues and trends so that in the 1960s community services were educational, cultural, and recreational services above and beyond regularly scheduled day and evening classes (Harlacher, 1969). Community use of college facilities as civic centers also became a part of the community services function.

With the explosion of information and technology, the educational component of community services broadened beyond avocational courses. The term *continuing education* was introduced. While continuing education generally encompassed the entire evening program of the college, it was also used to refer to work force training and retraining and the lifelong pursuit of knowledge. The concept of community education was introduced and was used by some to mean the community schools movement and by others as an all encompassing term for community services and continuing education. Increased recognition of the need for an informed and participative citizenry led to a focus on community development or those activities designed to enhance the quality of life in the community.

In the 1990s, the clear need for lifelong learning and the imperative of work force training and retraining coupled with the nation's need to perform effectively within the context of a world economy made community services virtually synonymous with continuing education and, to a large extent, redirected the function's focus to economic development. Thus, the scope of community services and continuing education is as broad as its program components and as divergent as the ways in which societal needs are manifested across the country.

Breadth and diversity have always been strengths of the community services and continuing education function in terms of its ability to respond to local community needs. However, they also have led to definitional confusion. Redefinition of the community services and continuing education function is needed because the terminology: (a) is not universally understood,

(b) carries some negative connotation because avocational programs are often viewed as marginally significant, (c) is frequently used as an all encompassing term without recognizing its distinct components and unique characteristics, and (d) is not futuristic.

In sum, the community services and continuing education function has evolved to the point where it is gaining in enrollment and status as it addresses the community demand for work force training and retraining, economic development, and leisure-time education. **However, the future expansion and strength of the function is threatened given the growing mandate for community services and continuing education to be fiscally self-sufficient, a mandate that translates, in practical terms, to an unstable funding base.**

In philosophical terms, the sincerity of a commitment to community services and continuing education as an accepted function of the overall community college mission must be questioned when that same college (district, state board, etc.) attaches the burden of self-support to all or parts of the function. No other major function of the comprehensive community, junior or technical colleges bears this burden.

To forecast or prescribe the future of community services and continuing education, it is useful to examine the societal trends and issues that will shape the 21st century and the roles education and training are to play in addressing societal needs. This perspective is essential if the role of community services and continuing education is to be legitimized in the future. Only as key decision makers see how this community-based function is capable of addressing societal trends and issues can they determine its appropriate position in the functional hierarchy of the community college and the merit of its request for a stable funding base.

Societal Trends and Issues Impacting the Future of Continuing Education

The literature and conversation of the public, private, and popular sectors yield abundant evidence of the vast amount, pace, and diversity of change in the world around us. A brief review of this evidence in the categories of demography, technology, and the economy supplies a framework for the trends and issues that education must address.

Demography. Demography is a must useful predictor of issues and trends because it comprises one of the few aspects of the "knowable future" (Snyder, 1984). In other words, demographic forecasts are accurate over a period of 15 to 20 years. Study of the population is also critically relevant to the issues at hand here; economic research has long asserted that human resources are a nation's most valuable asset. A review of current literature attests to a dramatic demographic implication. The work force will undergo a major change in composition and preparedness.

Aspects of this major change are of particular relevance to educators. The available pool of entry-level workers will shrink by 25% with a disproportionate minority representation. The entire work force will be increasingly comprised of women and minorities. Minorities will continue to be disproportionately disadvantaged. Of particular significance is the academic underpreparedness of both minorities and youth. Generational crowding is occurring. It is predicted that by the mid-1990s there will be 30 workers available for every mid-career vacancy. There is an overall shift to an older population. Twenty-five percent of the population will be 65 or older by the year 2030.

Technology and the Information Age. Developments in the field of technology are the driving force for future change. America is currently engaged in a 20- to 40-year period of transformation, the impact of which is equal to that of the Industrial Revolution that

encompassed an entire century (Snyder, 1984). The first aspect of this transformation is the world-wide restructuring of manufacturing dominated by the USA and Japan; the second aspect is the creation of the Information Age.

Both aspects emanate from the well-documented phenomena of incredibly rapid development in such fields as computers, robotics, CAD-CAM, medicine, electronic communications, and chemical and other material inventions. The way goods are produced, the array of available products, and the capacity to link human and physical resources together is unprecedented in human history.

Two significant lessons for educators arise from the impact of manufacturing technology. As much as 50% of the investment necessary to introduce and convert to new technologies is consumed by the training of new workers and retraining of the current work force. The work week will shrink to an average of 25 hours by the year 2000 and thereby impact the use of leisure time. On the positive side are the opportunities for cultural enrichment and civic involvement. On the other hand is the potential for negative use of leisure time: the misuse of drugs and the extravagance that erodes our national resources and ecological systems.

Two equally powerful lessons emerge for educators from the creation of the Information Age. The business of the world is conducted internationally, made possible by the instant transmission of greater amounts and more diverse data than ever envisioned by previous generations. **Knowledge becomes the major commodity of the Information Age resulting in a learning society in which "education beyond the high school is moving from a full-time commitment for four years to a part-time commitment for 40 years"** (Harlacher, 1988, pg. 7). Real concerns arise from these lessons. Who will provide the training to keep up with the Information Age technology? How will the training be provided? Who will help the functionally illiterate adult population that cannot yet participate in even the most elementary opportunities for learning and social interaction?

Economy. The need to increase productivity and maintain world economic position are central concerns of public policy. These economic realities provide a major lesson for educators. There is a need to effectively recycle 15-20 million skilled blue collar, technological and professional employees who will lose their jobs due to improved productivity. Education must make a conscious and specific transformation to achieve the remediation of the low-skilled, the reskilling of the current and dislocated workers, and the incorporation of disadvantaged and special populations into the work force. The effective educational mode for a strong economic future is one that prepares participants for change; it is one that meets the human resource requirements of a rapidly evolving, information-based, high-tech economy.

Institutional Function

The publication *Building Communities* is accepted as the vision and rallying point for the future of American community colleges with accountability for this effort assigned to college presidents under the direction of their local boards of trustees (American Association of Community and Junior Colleges, 1988). Responsibility for implementation is vested in the major college functions. Given that lifelong learning is also espoused as an essential ingredient of the mission of building communities, it follows that a major distinct function of the community college be designated this responsibility. The National Council on Community Services and Continuing Education affirms that leadership of this major function and mission is the province of community services and continuing education.

Community services and continuing education is best positioned to provide this leadership for the following reasons. First, it is characterized by a quick response system that recognizes

opportunities and designs experimental programs. Second, it has demonstrated successful strategies for building effective partnerships, accessing the adult learner, and providing innovative delivery systems. Third, it has experience in reaching and serving a clientele that is often comprised of the disadvantaged, minorities, women, unemployed, underemployed, single parents, elderly, and working adults. Finally, community services and continuing education through its community connections and collaborative successes can enlarge the community of other major college functions.

OUTLOOK FOR THE 90's: KEY TRENDS FOR IOWA

This section of the study is designed to give the reader a perspective of the overall trends in Iowa for the 1990's. The following trends were referenced in a study entitled: *Outlook for the 90's: Key Trends for Iowa State Government*, produced by the Iowa Department of Management, July, 1989, and an article entitled: *The Changing Face of Iowa's Workforce* produced by the Iowa Department of Economic Development, September, 1990.

Demographics

There is currently some uncertainty over what has happened to Iowa's population since the last census count in 1980, both in terms of the extent to which population losses have occurred, and the extent to which some of that population has been regained. Because of this uncertainty, there are also differences in population projections. Most forecasters agree, however, that Iowa's economic downturn has been a temporary one, and that Iowa's population will resume its more typical historical pattern of gradual increase.

There is consensus that the age structure of Iowa's population will change. There will be fewer young people, more elderly, and the "baby boomers" will move into middle age.

Subtrends:

1. Barring any fundamental change, Iowa's long-term trend of increasing concentration of population in metropolitan areas will continue.

2. With the "baby boomers" moving into middle age, changes in savings and consumption patterns can be expected. The savings rate should increase, and consumption should shift away from housing, durable goods, etc. into more discretionary areas.

3. The percentage of Iowa's workforce with at least a high school education has continually increased and will continue to do so.

4. Iowa will have a more diverse workforce. Prior to 1970, only about one in every three workers was a woman; the number of women at work is now approaching the number of men.

5. During the 1990s, the most rapidly growing demographic group in the workforce (in percentage terms) will be minorities. In Iowa, the Hispanic and Asian populations have been growing the most rapidly among the minority populations. Over the next two decades, the majority of potential new workers not already in the workforce will be women and/or minorities.

6. On the reverse side, the low prevailing unemployment rate and fewer new, young adult workers will combine to create a tight labor market in Iowa. This will be particularly evident for employers looking for entry-level labor.

Rural/Urban Distribution of Population

There appears to be a decline in rural population, increase in urban population.

For purposes of illustrating differences in growth trends between urban and rural areas, Iowa's counties have been classified into three groups: Metro, Adjacent to Metro and Rural. Metro counties are the ones with a 50,000 population center located in the county, and Adjacent to Metro are those where roughly five percent or more of the workforce in-commutes to a Metro county. Rural counties are those which are relatively remote from a metropolitan area.

The long-term population trend has been distinctly different for each county group: steadily increasing for Metro counties, gradually increasing for Adjacent to Metro counties, and gradually decreasing for Rural counties.

The most recent loss in population between 1980 to 1986 has occurred disproportionately in Rural counties. Though accounting for only 40 percent of the state's total population in 1986, Rural Counties accounted for 54,450, or over 85 percent, of the 63,000 loss that occurred statewide over that period. In some Rural counties, the number of deaths per year is exceeding the number of births.

Over the next few years, a continuation of the long-term trend can be expected.

Median Age of Iowans

The aging of Iowa's population continues in an upward spiral. In 1970, the median age was 28.76 years. By 1988, it had increased to 32.74 years and by 1995 is projected to be 35.16 years. The median age will be around 40 by 2010.

A similar trend is occurring nationwide, although Iowa will be one of the first states to experience this maturation. This means that the workforce will contain a higher proportion of experienced workers than was true in the past several decades, and this should lead to an increase in U.S. and Iowa labor productivity because new workers tend to be less productive.

The Age Wave

The fastest growing portion of the population both in the US and Iowa is now the elderly. This trend has been brought about by a decrease in the birth rate combined with the fact that average life spans are increasing. The elderly population will grow steadily between now and the turn of the century. Beginning in about the year 2010, there will be an explosion of the elderly population as the baby boom generation (those born between 1945 and 1965) reaches retirement age.

The New Economy and Work Force

Both the workforce in the US and the nature of the economy are changing in rather dramatic ways. The growth of the US labor force is slowing due to demographic factors even as the economy continues to generate unprecedented numbers of new jobs. At the same time, employers are demanding better-skilled employees even for entry level positions. The result is a labor

market in which spot labor shortages (for skilled positions) will exist alongside conditions of chronic unemployment (for poorly educated or trained persons).

The nature of job creation is also changing. Over the past decade, small businesses have become the dominant creators of new jobs in this country. While small businesses have remained fairly volatile, larger businesses have become more likely to shrink or fail. The overall level of turmoil in the economy has increased and appears likely to continue at a high rate, leading to a high rate of labor turnover. This volatility seems to be the price to be paid for having one of the most vibrant and innovative economies in the world.

Economic Outlook

Having recently come through a fiscally stressful period, the economic outlook for Iowa in the near term looks promising. The small business, manufacturing and agricultural sectors are leading the state in signs of strength.

Subtrends:

1. Agricultural debt has dropped about one-third from peak levels. Given a continued weak dollar, the Midwest should realize a competitive advantage in world markets.

2. Studies of rural business experience indicate that small manufacturing businesses have good potential for employment growth in rural areas. As a result of favorable conditions, Iowa has recently led the country in business starts.

3. Due to increasing capitalization, manufacturing activity in the Midwest outperformed the rest of the nation in 1987. Overall, Midwestern industry is more competitive now than during the early 1990's.

4. As an historic measure of the state's economic recovery, per capita personal income of Iowa has shown recovery. Through 1988, indications are that Iowans' income will be nearly 95% of the US average per capita.

Globalization

National markets in products and services are rapidly giving way to global markets. The reach of businesses and individuals will continue to grow, in effect shrinking the world and bringing more choice and value to consumers.

The final piece to the workforce puzzle is a global marketplace. The 1990s promise a continuation of this trend, highlighted by a more integrated economic community in Europe and North America (the U.S., Canada and Mexico), and expanding opportunities in Eastern European countries.

Other key economic trends include the shrinkage of labor used in agriculture and manufacturing production, a direct response to the need for these sectors to become more competitive with overseas companies. As a result, the number of Iowa farmers will probably continue to decline, but at a slower rate than previously.

Most new job growth in Iowa will come from the services sectors: trade, finance, insurance, real estate, personal services and business services. This will tend to diversify and add stability to Iowa's economy.

New Technology Explosion

A new wave of technological innovation appears to be moving through the economy and will have dramatic implications in the factory, in the office and on the farm. New technologies leading the way include telecommunications, microprocessor, photovoltaics, composite materials, plastics, ceramics, superconductors, fiber options, lasers and biotechnology.

Subtrends:

1. Computers will be fully integrated into manufacturing, all the way from product design, through manufacturing to distribution and marketing. Productivity increases in manufacturing may bring about new forms of organization in factories (e.g. much smaller, highly flexible factories) and decreased employment in production even as output arises.

2. The lines between various office tools (e.g. telephones, computers, copiers, telefax) will become increasingly blurred. Less time will be spent on traditional office tasks (typing, data crunching) and more on using and manipulating text, data and graphics. Computerized "expert systems" will be developed to aid managers and professionals.

3. On the farm, a new "agricultural revolution" involving biotechnology products is about to begin. This revolution will rival those brought about by mechanization and the application of chemical technology.

4. State governments are becoming directly involved in technology research and development activities.

The next two decades will see a further acceleration in technological advancement. Emerging technologies include biotechnology, genetic engineering, artificial intelligence, advanced computing and telecommunication, fiber optics, lasers and, perhaps, fusion energy and superconductivity.

Telecommunications and computing advances are having a particularly profound effect on the economy, serving as the new arteries for the information age. These technologies may shape the economy in coming years in a manner similar to the building of the Interstate Highway System of the 1950s and the 1960s or the railroads of the middle to late 1800s.

Technological development will continue to change the world of work in many ways, ushering in an era typified by an unprecedented level of new business starts, business failures, expansions and contractions. The application of new technology to existing businesses will change virtually every company and every job as a result of efforts to enhance productivity.

Further, materials-based industries such as mining, forestry and agriculture, which already have excess capacity, will continue to decline in relative importance in terms of employment as the materials contents of products is reduced and information value substituted.

Possibly more than any single facet of the workforce, education and job training will be profoundly affected by technological advances.

As job content rapidly changes, so will the need to continually upgrade workers' skills. Persons with no or few job skills will face an increasingly difficult time.

By 2000, the percentage of jobs requiring high skill levels will be double that of 1984; jobs requiring low skill levels are expected to shrink proportionately. In fact, nearly 33 percent of all new jobs between now and the early twenty-first century will require a college degree, up from only 22 percent in 1984.

Taken together, these changes will force Iowa leaders to reassess the state's educational and employment services programs, and modify them to keep pace with a dynamic, demanding work environment.

Environment and Energy

After several years of dormancy, the environmental movement shows signs of coming to life again. There is growing support around the nation for stricter environmental protection regulations and stepped up cleanup activities. Several major concerns about the environment, including acid rain, the "greenhouse effect", the depletion of the ozone layer and disposal of hazardous wastes, have come to the forefront. Another new concern has to do with indoor air pollution, including radon gas in homes.

Energy prices and supplies are now stable and at attractive levels. This situation seems likely to continue for the short run--through about 1995. However, in the long run supplies and prices of petroleum are likely to decrease and increase respectively. As a result, interest in alternative transportation fuels is again on the rise.

Rural/Urban Issues

Iowa is generally thought of as a rural state with its population living mainly on farms and in small towns. But in recent decades the urban and suburban portions of Iowa have tended to grow at a much faster pace than the rural portions. As a result, Iowa has gradually become a predominantly urban state. This trend is likely to continue if long-standing demographic trends (birth rates, death rates, net migration, farm depopulation, rapid growth of the service portions of the economy, etc.) persist.

Subtrends:

1. The economic recovery which has been occurring in Iowa since 1986 has been more robust in urban areas than in rural areas. Population losses or urban areas will likely be made up much more easily than the larger losses sustained in rural areas.

2. Even in rapidly growing parts of the nation such as the Sunbelt, rural areas have lagged behind metropolitan areas in terms of development. In some of these states, poor public services and educational systems are leading to the creation of permanent economic backwaters in rural areas even as metro areas boom.

3. In Iowa, rural-urban disputes over various government resources such as road and school funds have begun to arise. Similar disputes may be expected in other program areas..

Health

Government and private employers continue to undertake efforts to contain health care costs. The use of hospitals has been reduced, and reimbursable amounts for hospital services have been limited. Care for some ailments has been limited to outpatient treatment, and patients must now contribute to the cost of some procedures. HMOs are emerging as an attractive, cost

efficient alternative to the more traditional health insurers such as the Blues, with enrollments up 45 million nationally since 1983.

Subtrends:

1. The annual increase in spending on health insurance for employees has been reduced from 12-25% in the early 1980's to 3-6% today, yet the price of medical care is rising much faster than the CPI.

2. Hospital admissions have dropped to levels prevailing five years ago in spite of the increasing elderly population.

3. Hospital doctors have tried to replace lost income with fees earned in their offices or in outpatient clinics.

4. In 1986, hospitals employed 33000 less LPNs and 38000 more RNs. RNs are required to perform their own work as well as that of LPNs without a salary increase. The nursing shortage may in part be attributable to the cost cutting measures of hospitals.

Trend Summation

The state of Iowa is expected to have small population and employment gains between now and the year 2010. Total population in Iowa increased from 2,831,000 in 1970 to 2,834,000 in 1987; by 2010 the state's population is expected to reach 2,967,000. Total employment is also expected to rise. The state had 1.27 million jobs in 1970, increasing to 1.53 million by 1987; in the year 2010 Iowa is projected to have 1.65 million jobs. Although the expected increases in population and employment are quite small, they are positive and reflect the fact that the economic contraction the state experienced during the early 1980s is past. The long-term outlook for Iowa indicates a halt to the modest population declines of recent years. (Woods & Poole, 1990).

Iowa faces some unique conditions in that it has an older, more rural and dispersed population than other states. This does, however, present the state with an opportunity to become a leader in the employment of older workers and an innovator in rural, telecommunications-based businesses.

Further, because of its tight labor market and already sound education and training systems, Iowa may have one of the best opportunities of any state to upgrade workers' skills and move disadvantaged persons into the working mainstream.

Businesses are responding to the new global economy with three strategies. They are modernizing their plants, equipment, processes and products; they are adopting new technologies more rapidly; and they are developing their own internal human resources more fully.

Governments will likely want to concentrate their efforts on a few other areas of response. These include improved labor force, skills and training information sources; continued improvements in public education; and incentives for low-skill workers to seek further training.

But many of the best responses to the changing labor market conditions of the next decade will involve cooperative partnerships between the public and private sectors--business, government, labor, education and non-profit groups.

The following major trends projected for the 1990s for Iowa's businesses and industries have been summarized in a study entitled: *Regional Economic Development Research Study: 1990 Survey Results* produced by the Iowa Department of Economic Development, January 2, 1991. The major trends are:

1. The major impediments to growth, expansion, and current production in Iowa businesses are:

   A. Marketing Needs (19.8%)

   B. Financial Needs (16.8%)

   C. Labor Needs (7.5%)

   D. Worries about Economy (7.0%)

   E. Physical Space Limitations (6.7%)

   F. Compliance with Government Regulations (5.5%)

2. Respondents who were provided with a choice of potential impediments identified:

   A. Health Insurance Costs (37.3%)

   B. Lack of Capital (27.4%)

   C. Energy Cost (25.1%)

   D. Access to Customers (23.5%)

   E. Worker's Compensation (23.0%)

   F. Taxes (18.9%)

   G. Lack of Skilled Workers (17.3%)

   H. Federal/State/Local Laws (16.5%)

   I. Waste Disposal (16.2%)

   J. Unemployment Insurance (14.5%)

3. The greatest challenges currently faced by Iowa businesses are:

   A. Marketing Needs (33.1%)

   B. Labor Needs (9.4%)

   C. Worries about Economy (9.1%)

   D. Financial Needs (8.4%)

   E. Expansion Needs (6.7%)

F. Compliance with Government Regulations (6.0%)

G. Rising Cost of Overhead (5.9%)

4. Average growth of businesses in Iowa over the last five years was a robust 72.3%.

5. 39.8% of businesses plan to expand in the next five years.

6. 35.6% of businesses plan to implement new technologies in the next five years.

7. 53.5% of businesses are familiar with local service providers.

8. Manufacturers who were provided with a choice of potential impediments identified:

   A. Health Insurance Costs (51.5%)

   B. Worker's Compensation (32.4%)

   C. Lack of Capital (30.5%)

   D. Energy Costs (28.6%)

   E. Waste Disposal (24.5%)

   F. Unemployment Insurance (22.9%)

   G. Taxes (22.5%)

   H. Access to Customers (21.9%)

   I. Federal/State/Local Laws (21.2%)

   J. Lack of Skilled Workers (20.0%)

9. Average business growth of Iowa manufacturers: 143.3% (1985-90)

10. 49.3% of all manufacturers plan to expand in the next five years.

11. 45.8% of all manufacturers plan to implement new technologies (1990-95).

12. 70.1% of all service firms have grown in the past five years.

13. Most frequently cited "major problems" were:

   A. Lack of incentives for Iowa ethanol industry.

   B. Underground tank clean-up costs are excessive.

   C. The property tax on machinery is excessive.

   D. Health insurance costs are out of control.

   E. Product liability expenses are prohibitive.

F. Workers Compensation needs to be de-regulated.

G. The increase in the Minimum Wage will impact small businesses.

H. The Iowa educational system educates too well. Young people are being enticed to take their good educations elsewhere.

I. The quality of the remaining labor pool is declining. Applicants are lacking in basic reading and math skills.

DESCRIPTION OF IOWA'S COMMUNITY COLLEGES ADULT AND CONTINUING EDUCATION DELIVERY SYSTEM

Mission Statement

The community colleges in Iowa are committed to meeting the postsecondary educational needs of students. They are dedicated to providing educational, economic, cultural, and social mobility to their constituents. They are charged with being accessible, comprehensive, community centered, and flexible in such areas as planning, programming, funding, teaching, and administration. They are responsible to the changing needs of business and industry by being willing to extend their educational capabilities beyond the traditional classroom in a partnership with business and industry to provide needed training and retraining (IACCT, 1987).

Delivery System

Iowa has a superior program adult and continuing education, which is currently operated through the 15 community colleges' Adult and Continuing Education divisions. The community colleges were established when the 61st General Assembly in 1965 approved legislation (Chapter 280A, Code of Iowa) permitting the development of a statewide system of post-secondary educational institutions. The law officially designated these institutions as merged area schools, to be organized by merging geographical areas. It authorized boards of education of county school systems to plan for the merger of county school systems or parts thereof to develop a merged area, provided that no local school district be part of more than one merged area. *[See Appendices A and F for further information.]*

The merged areas were authorized to develop area schools as either area community colleges or area vocational schools. The statement of philosophy contained in the original enabling legislation and amended in 1967 by the 62nd General Assembly identified the following categories as appropriate educational opportunities and services to be provided by the community colleges:

1. The first two years of college work including preprofessional education.
2. Vocational and technical training.
3. Programs for in-service training and retraining of workers.
4. Programs for high school completion for students of post-high school age.
5. Programs for all students of high school age who may best serve themselves by enrolling for vocational and technical training while also enrolled in a local high school, public or private.
6. Programs for students of high school age to provide advanced college placement courses not taught at a student's high school while the student is also enrolled in the high school.

7. Student personnel services.

8. Community services.

9. Vocational education for persons who have academic, socioeconomic, or other handicaps which prevent succeeding in regular vocational education programs.

10. Training, retraining, and all necessary preparation for productive employment of all citizens.

11. Vocational and technical training for persons who are not enrolled in a high school and who have not completed high school.

The community college system in Iowa makes available to all residents of the state a diversified, accessible, and economical adult and continuing educational program.

Each community colleges has, as a major instructional unit, an adult and continuing education division. The area schools provide programs for adults in the following areas:

1. Adult basic education.

2. Adult secondary education.

3. General interest noncredit (includes leisure, recreational, cultural, and personal enrichment courses).

4. College credit.

5. Adult vocational supplementary (courses designed to upgrade people in their current occupations).

6. Short-term preparatory (programs designed to prepare persons for occupational entry).

7. Community services.

A significant aspect of Iowa's adult and continuing education program is the cooperative agreement. The agreement provides adult and continuing education programs and services at the local community school level.

The community colleges assumes major responsibility for: fiscal control and overall administrative responsibility; reimbursement for services rendered by the local school districts; in-service training for local coordinators and/or instructors; development of course content, course syllabi; collection of tuition, payment of instructional costs; and, to a degree, payment of supervisory costs.

The local school district assumes responsibility for: supervision and facilities at the local level, direct supervision of instructors at the local level, local reporting procedures to the merged area school, and programs to people in the local school district.

The cooperative agreement process provides an effective vehicle for expanding the resources of the present delivery system to the local school districts. Educational programs and services can be initiated, operated, and disseminated by the local school districts, or the local school

district may cooperate with existing programs or agencies through an expanded cooperative agreement to serve their respective areas.

An expanded cooperative agreement is an agreement between a merged area school and other institutions of higher education, business and industry, and/or community and state agencies to expand educational programs and ancillary services to people.

The adult and continuing education delivery system has cooperated with various institutions and agencies to maintain educational programming and ancillary services to local school districts. Specific adult and continuing programming efforts have been channeled through the following:

1. Business and industry.
2. Institutions of higher education (Regents institutions and private colleges).
3. Community and state agencies.
4. Regulatory and licensing boards.
5. Other cooperating agencies or groups.

The Iowa statewide delivery system has been clearly established and accepted as an effective way of reaching the adult population in locations across the state. Reaching the adult population and meeting its educational needs are part of the mission and public responsibility of all local, area, and state agencies and institutions. Through the statewide delivery system, the task and directions ahead for adult educators have become a meaningful reality. As new demands and challenges develop, the experience with and knowledge of the support and services provided by this system will enable adults to persist in their pursuit of excellence, accountability and performance.

DEFINITION OF TERMS

The following terms were defined as used in this accountability report.

1. Adult Vocational Training/Retraining Education.

Individual vocational courses, each complete in itself and designed for the specific purposes of training persons for employment, upgrading the skills of persons presently employed, and retraining persons for new employment. (IA Dept. of Education, 1985). [This term is also referred to as Adult Vocational Supplemental Education. The terms are used interchangeably throughout the report.]

2. Classification of Instructional Program (CIP Number).

A unique number for each education instructional program, services, or activities which identifies, defines, and classifies those offered by local educational agencies (IA Dept. of Education, 1985).

3. **Continuing Education.**

That community college function that goes beyond traditional transfer, vocational, and general education to effect lifelong learning of the general citizenry. Entrance into traditional programs is accessed through assessment testing, and progress through the pattern is institutionally prescribed. In contrast, the individual's level of functional effectiveness in society defines where the educational process known as community services and continuing education is entered and the type of educational interaction that is beneficial.

Continuing education has as its major components civic literacy, work force training and retraining, cultural enrichment, and community resource development. All courses, programs, and activities provided to implement the various components have as their objective imparting knowledge, developing skills, or clarifying values. The approach or delivery mode is one that enables the citizenry to access quality programs and needed competencies any time, any place, and in a format that blends education with work and leisure time pursuits throughout life. Implementation is achieved through experimentation and community collaboration in the broadest sense of community, within and outside the institution (NCCSCE, 1988).

4. **Contract Program.**

A program or course operated as a result of an agreement whereby a merged area school provides a customized training program or course for an agency that, in return, agrees to pay the merged area school for the direct operational costs of the program. (IA Dept. of Education, 1989).

5. **Customized Educational/Training Program.**

Activities designed to contribute to the economic growth of the state by preparing, upgrading and retraining individuals for participation in the workforce of a specific business and industry.

An educational program or course designed to meet a specific educational/training need of a business, industry, agency, or organization. The educational program or course may be designed to specific educational/training specifications of a business, industry, agency, or organization; or may be a program or course already offered by the merged area school.

A. Capacity-Building. Activities designed to identify existing community resources, develop institutional capacity, and promote services which address the economic needs of the particular merged area community and the State of Iowa.

B. New and Expanding Business and Industry Training (NEBIT). Instructional programs designed to respond to the training needs of a new or an expanding business/industry which is expanding its operation and creating new employment opportunities.

C. Productivity Enhancement. Instructional programs offered to existing business/industry to increase the productivity of employees.

D. Training/Retraining. Instructional programs designed to respond to the retraining needs of workers whose jobs have been eliminated due to technological change or out-migration of a business/industry (IA Dept. of Education, 1989).

6. **Vocational Instructional Programs.**

Categories and Subcategories	CIP#	Definitions
Agriculture		
Agribusiness and Agricultural Production	01	A summary of groups of instructional programs that prepare individuals to apply scientific knowledge and methods, and technical skills in support of agribusiness and agriculture activities concerned with the production and propagation of processing and marketing,and horticulture.
Renewable Natural Resources	03	A summary of groups of instructional programs that prepare individuals for activities involving the conservation and/or improvement of natural resources such as air, soil, water, land, fish, and wildlife for economic and recreational purposes.
Business		
Business and Management	06	A summary of groups of instructional programs that described the processes of purchasing, selling, producing, and inter-changing of goods, commodities, and services in profit making and non-profit public and private institutions and agencies.
Business and Office	07	A summary of groups of instructional programs that prepare individuals for a variety of activities in planning, organizing, directing, and controlling all business office systems and procedures. Includes instruction in preparing, transcribing, systematizing, and preserving written communications and records; preparing and analyzing financial records; collecting accounts and receiving and disbursing money; gathering, processing and distributing information and mail; operating office machines and electronic data processing equipment; storing, distributing, and accounting for inventories of materials; operating telephone switchboards and delivering messages; and performing other business office duties.
Marketing and Distributing	08	A summary of groups of instructional programs that prepare individuals for occupations directed toward the incident to the flow of industrial and consumer goods in channels of trade, or the provision of services to consumers or users. The programs are concerned with marketing, sales, distribution, merchandising, and management, including ownership and management of enterprises engaged in marketing. Instructional programs prepare individuals to perform one or more of the marketing functions, such as selling, buying, pricing, promoting, financing, transporting, storing, market research, and market management. In addition, instructional programs include varying emphasis on communication and computation skills, and abilities and attitudes associated with human relations and private enterprise.

Communications

Communi-cations	09	A summary of groups of instructional programs that describe the creation, transmission, and evaluation of messages.

Computer and Information Services

Computer and Information Sciences	11	A summary of groups of instructional programs that describe the coding, processing, and storage of data through repetitious and highly complex mathematical operations at high speed, and in accordance with strictly defined systems and procedures.

Consumer, Personal, and Miscellaneous Services

Consumer, Personal, and Miscellaneous	12	A summary of groups of instructional programs that prepare individuals to provide a variety of services to individual consumers as well as to organizations such as businesses and industries.

Health

Allied Health	17	A summary of groups of instructional programs that prepare individuals to assist qualified health professionals in providing diagnostic therapeutic, preventive, restorative, and rehabilitative services to patients in health care facilities, the home, and the community.
Health Sciences	18	A summary of groups of instructional programs that describe the restoration or preservation of health through the use of drugs,surgical operations, manipulations, or other curative or remedial methods.

Home Economics

Vocational Home Economics	20	A summary of groups of instructional programs that emphasize the acquisition of competencies (including skills and job attitudes) needed for securing and holding paid employment at the entry and advanced levels, and/or preparing for advancement in occupations utilizing home economics education knowledge and skills. Vocational home economics educational instructional programs are developed from home economics education subject matter areas to meet the unique requirements of the specific vocations. Programs that prepare individuals for paid employment include: (1) services to individuals/families; (2) assistance to professional home economists and professionals in fields related to home economics in industry, business, and public and private agencies; and (3) other services and/or assistance directly related to one or more of the home economics subject matter areas, offered in formal and/or informal settings combined with supervised laboratory and work experiences.

Trade and Industrial (Includes Apprenticeship)

Construction Trades	46	A summary of groups of instructional programs that prepare individuals to erect, install, maintain, and repair buildings, highways, airports, missile sites, and other structures using materials such as metal, wood, stone, brick, glass, concrete, and composition substances. Includes instruction in cost estimating; cutting, fastening, and fitting various materials; the use of hand aNd power tools; and in following technical specifications and blueprints.
Mechanics and Repairs	47	A summary of groups in instructional programs that prepare individuals in the adjustments, maintenance, part replacement, and repair of tools, equipment, and machines.
Precision and Production	48	A summary of groups of instructional programs that prepare individuals to produce precision goods and materials by hand or machine. In many instances, instructional activities are designed to cultivate an ability to interpret detailed instructions and specifications, and to produce or manufacture goods at low tolerances.
Transportation and Material Moving	49	A summary of groups of instructional programs that prepare individuals to operate and control equipment used to facilitate the movement of people or materials (IA Dept. of Education, 1985).

7. **Program Completers**

An adult student who has finished the requirements of a planned course designed for the specific purposes of training persons for employment, upgrading the skills of persons presently employed, and retraining. (IA Dept. of Education, 1989).

DELIMITATIONS

The study was conducted with the following delimitations:

1. The study was limited to businesses and industries regularly served by Iowa's Community Colleges Adult Vocational Training/Retraining Instructional Programs for the last 2 - 3 years (1988 - 1990) and those businesses and industries who could provide knowledgeable responses to the survey.

2. The study was also limited to adult clientele who had been enrolled in a vocational training/retraining instructional course during fiscal year 1990 (July 1, 1989 - June 30, 1990).

3. The study did not include input or responses from labor union representatives. Therefore, results, implications or recommendations should not be generalized beyond participating businesses and industries.

4. The results, implications, and recommendations of the study are relevant to Iowa's Community Colleges Adult Vocational Training Retraining Instructional Programs and should not be generalized to similar programs in other educational institutions.

TIMEFRAMES

The major events and dates for successful completion of the impact study were:

	EVENTS	DATES
1.	Telenetwork meeting with Maryland consultants on Background Information relative to the Maryland Studies.	April, 1990
2.	Initial Approval of Impact Study by Adult Deans and Directors.	May, 1990
3.	Series of Telenetwork meetings with Adult Deans and Director's Impact Study Committee to Formulate Goals, Outcome Measures, Target Populations and Questionnaires for the Study.	June - August, 1990
4.	Presentation of Study to Community College Presidents and Trustees.	August, 1990
5.	Survey of Businesses and Industries	September, 1990
6.	Survey of Adult Clientele.	October, 1990
7.	Data Analysis and Compiling the Final Report	October, 1990 - February, 1991
8.	Final Review of Report by Adult Deans and Director's Impact Study Committee	January - February, 1991
9.	Issuance and Dissemination of Final Report	March - May, 1991

METHODOLOGY

The Iowa Impact Study was modeled after the Maryland study conducted by the Maryland State Board for Community colleges. However, the Iowa study surveyed businesses and industries in addition to the adult clientele.

Two separate questionnaires were targeted towards two target populations: (1) businesses and industries served by Iowa's Community Colleges in Adult Vocational Training/Retraining Instructional Programs, (2) adults who were enrolled in Adult Vocational Training/Retraining Instructional Programs during 1989-1990.

A total of 689 businesses and industries were surveyed to determine perceptions relative to the quality of programs offered in conjunction with the community college's training/retraining programs. A total of 500 responded for a response rate of 72.57 percent. The following criteria were applied for the selection of businesses and industries to be surveyed: (1) those businesses and industries that have been regularly served by Iowa's community colleges Adult Vocational

Training/Retraining Instructional Programs for the past 2-3 years, (2) those businesses and industries who could provide quality and knowledgeable responses.

A total of 32,626 questionnaires were sent to a representative random sample of the adult population who were enrolled in Adult Training/Retraining Courses during 1989-1990. A total of 8,753 responded for a response rate of 26.83 percent. During fiscal year 1989, a total of 233,818 adults were enrolled in training/retraining courses. Therefore, a 10 percent random sampling of the target population was considered to be representative.

The questionnaires were developed, reviewed by the committee, and precoded by CIP number prior to distribution to the community colleges.

Each community college was assigned 3-4 CIP numbers for student survey purposes. The colleges then randomly selected a predetermined number of students from a random selection of classes conducted for the assigned CIP numbers.

Each community college sent the following to both target populations: (1) cover letter, (2) questionnaire, (3) return postage paid envelope. The completed questionnaires were forwarded to the principal investigators for data analysis. *[See Appendices B, C, D, E and G for further information.]*

RESULTS

Business and Industry

Results of the Business and Industry survey are presented and discussed in terms of those outcome measures that have been previously discussed. The following charts depict the data collected from the 500 business and industry surveys that were returned. There were four basic outcome measures delineated with subcategories operationally defining the specific information that was needed from the research that could benefit decision makers. The four outcome measures were:

1. Development of a profile of businesses and industries served by Iowa's Community Colleges' Adult Vocational Training/Retraining instructional program.

2. Determine employer satisfaction of businesses and industries regularly served by Iowa's Community Colleges Adult Vocational Training/Retraining instructional programs.

3. Determine projected business and industry employee Adult Vocational Training/Retraining needs for the 1990s.

4. Determine ways in which community colleges can provide better service to businesses and industries.

OUTCOME MEASURE #1. Development of a profile of businesses and industries served by Iowa's Community Colleges Adult Vocational Training/Retraining Instructional program.

Chart I, II, and III provide the results for outcome measure #1. Chart I shows that there does exist a bimodal distribution of organizations according to size. A sizable part employ under 50 persons (35.0 percent) and over 150 persons (37.5 percent). This may call for unique programming and planning to meet what may be diverse populations and needs.

CHART I

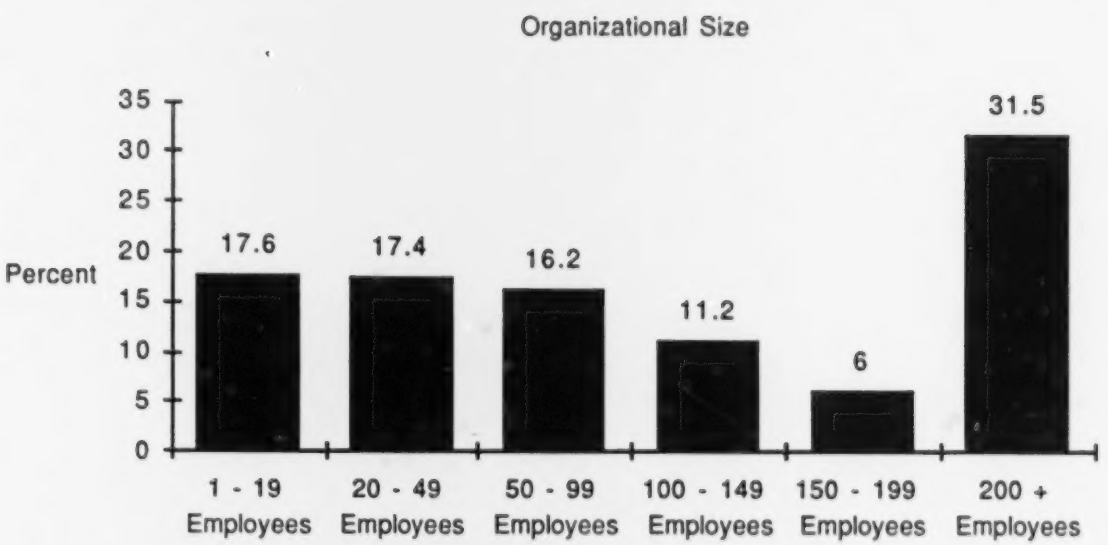
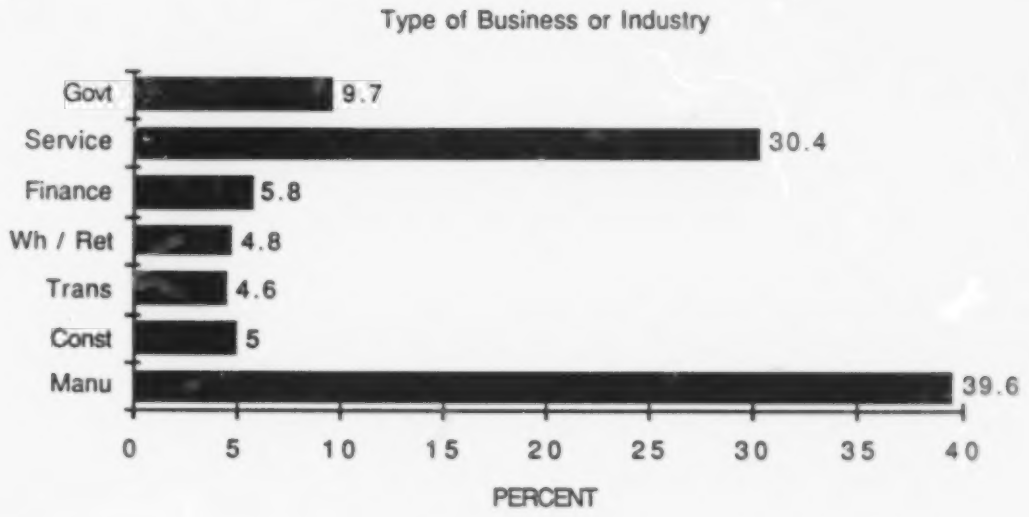


Chart II illustrates the findings plotted with reference to the percentage of employees participating in Vocationa¹ Training/Retraining courses during the period 1989 - 1990. The greatest percentage (27.4 percent) had 1-5 employees enrolled and the next largest percentage (16.5) reported 50 employees and over who participated in training/retraining courses.

CHART II

Chart III depicts responses to a question concerning the type of business or industry that has been served by the Community Colleges. The reader will note that manufacturing and service businesses and industries comprise the most used category. Wholesale/retail, transportation, and construction businesses and industries make up the least used categories.

CHART III



OUTCOME MEASURE #2. Determine employer satisfaction of businesses and industries regularly served by Iowa's Community Colleges' Adult Vocational Training/Retraining instructional programs.

Charts IV through X depict the results for outcome measure #2. Chart IV notes that most respondents selected to use the community college for their Adult Vocational Training/Retraining course(s) rather than doing the job themselves because they were satisfied with past utilization and happy with the quality of instruction that they had received in the past. the quality of the product is demonstrated quite well when one observes the findings of this question.

CHART IV

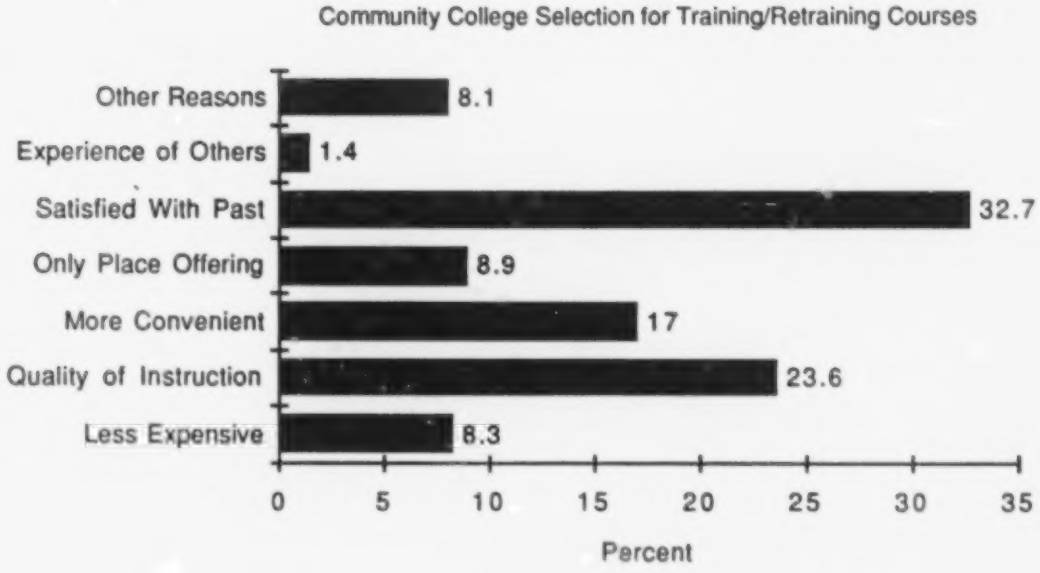


Chart V shows the reader that the primary goal for referring employees to Adult Training/Retraining course(s) was primarily to upgrade their employees. A distant, but still important reason for sending employees, was to teach new skills to their employees.

CHART V

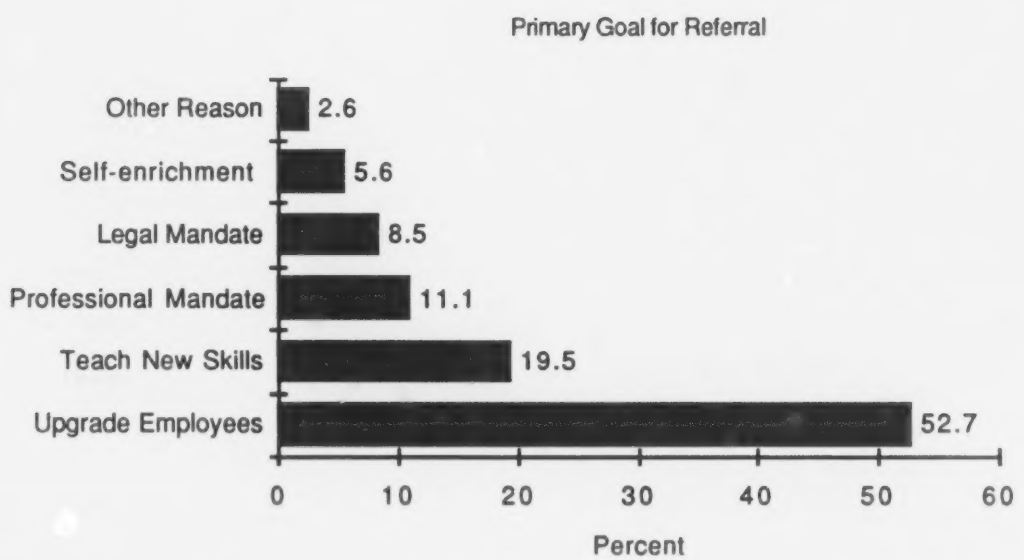


Chart VI provides the reader with responses given to the question about the extent to which Adult Training/Retraining course(s) meet the training needs of the organization. Note that almost 90 percent of the 500 businesses and industries responded stated that their needs were indeed being met, further less than five percent were anything but pleased by the product being offered, and less one-half of one percent was not at all pleased. Again, this finding illustrates the overwhelming success enjoyed by the community college in providing Adult Training/Retraining course(s) to businesses and industries throughout the state of Iowa.

CHART VI

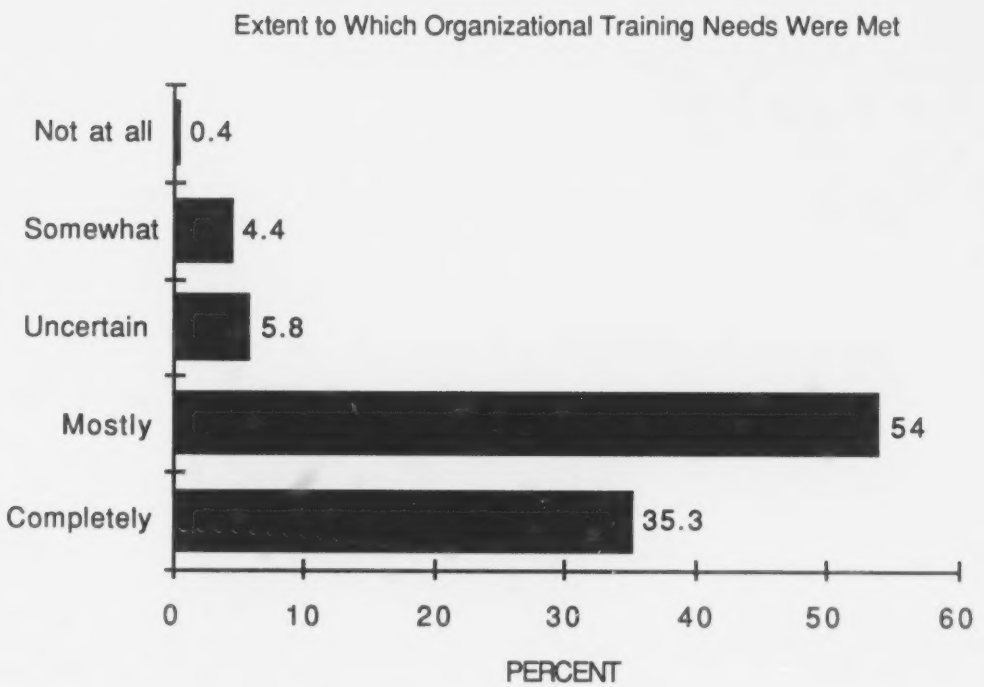


Chart VII asks whether or not the businesses and industries that were surveyed would recommend Adult Training/Retraining course(s) to other businesses and industries that might want to achieve the same employee training goal(s). Once again there was an overwhelming endorsement of Iowa Community Colleges, almost 96 percent of the respondents indicated that they would definitely recommend the course(s). Only two-tenths of one percent were negative about the product that they had received and would not recommend to others. Less than five percent were uncertain.

CHART VII

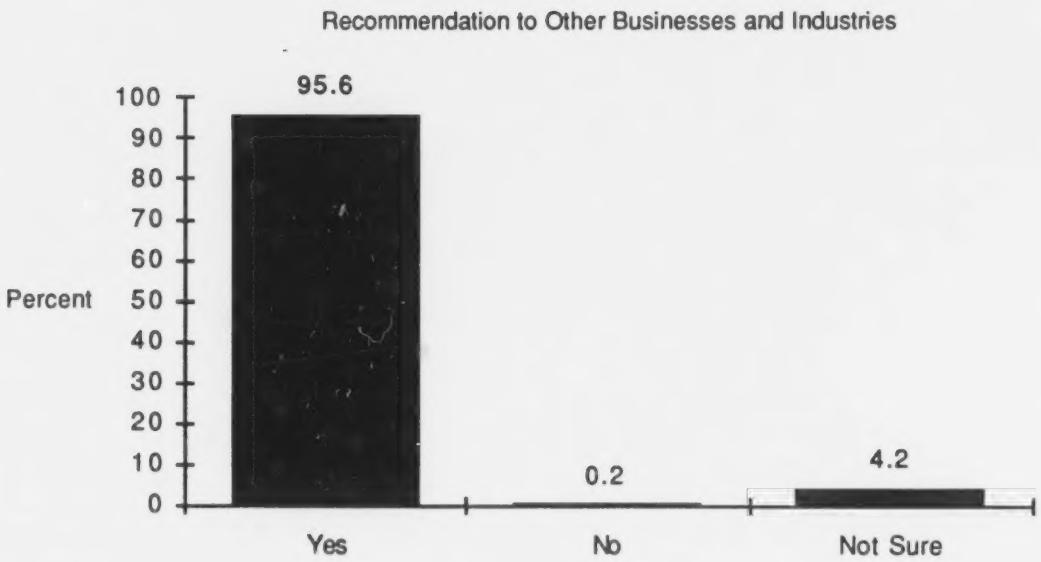


Chart VIII depicts responses given to the very basic question, "How satisfied were you with the quality of the Adult Vocational Training/Retraining course(s)?" Note that over 95 percent of the 500 businesses and industries responding to the survey were either very satisfied or satisfied. Less than one percent were unsatisfied. It goes without saying that this is a firm endorsement, especially when coupled with similar questions, of the success of the programs offered and perception of quality.

CHART VIII

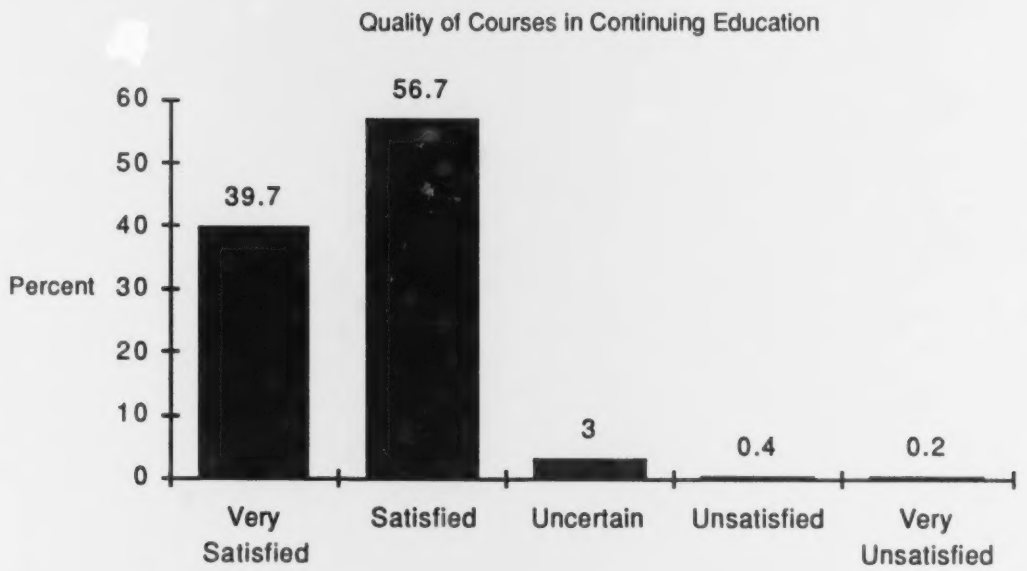
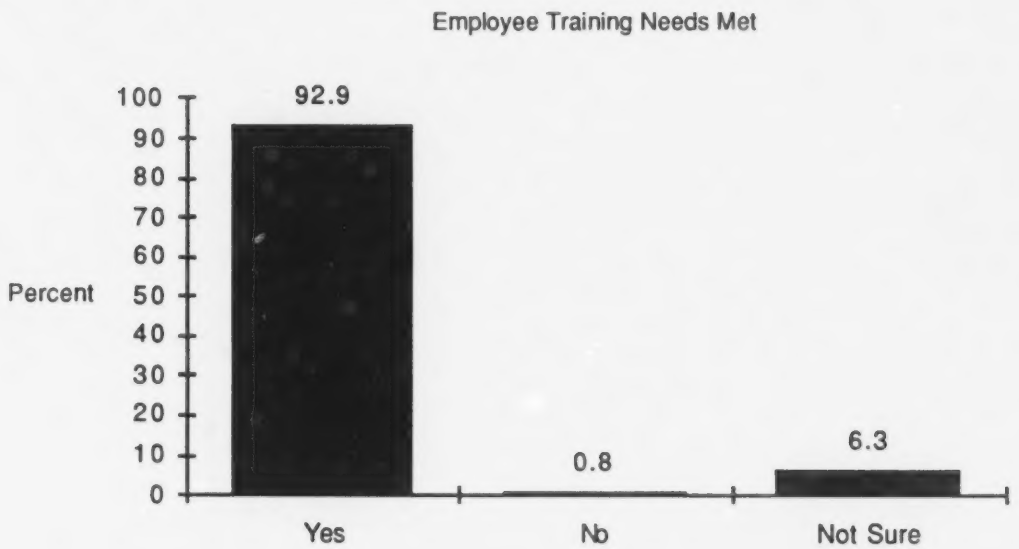


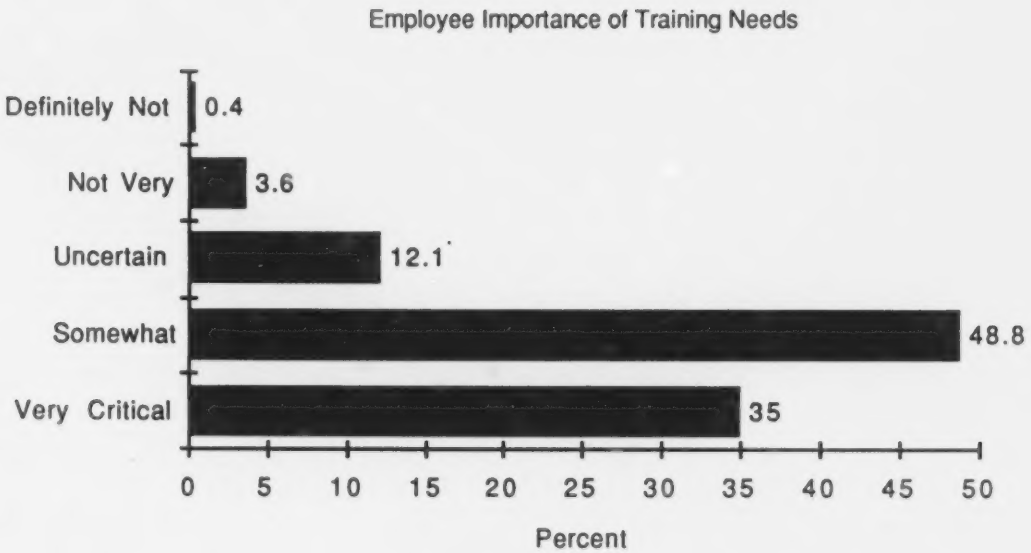
Chart IX provides responses given to a question about whether or not the course(s) had met the training needs of employees of businesses and industries throughout the State of Iowa. Almost 93 percent of businesses and industries reported that they did while less than one percent indicated that they did not. Once again the outcome measures concerning employer satisfaction has given the local community college outstanding marks and an overwhelming endorsement.

CHART IX



Results of the final outcome measure for this section is summarized in Chart X, asking how "critical" or "important" the Adult Training/Retraining course(s) were to the training needs of the employees. A total of 35 percent reported that the courses were very critical while only 48.8 percent said that they were somewhat critical. This very specific outcome measure reports to the reader that less than five percent of the respondents felt that the course(s) were either not very critical or definitely not critical. Objectively, the data again illustrate the success of the Adult Training/Retraining courses offered by Iowa's Community Colleges.

CHART X



OUTCOME MEASURE #3. Determine projected business and industry employee Adult Vocational Training/Retraining needs for the 1990s.

Charts XI through XIII depict the results for outcome measure #3. Chart XI presents a depiction of projected employee Adult Vocational Training/Retraining needs for the 1990s as reported by the 500 businesses and industries that answered the questionnaire. Almost 60 percent indicated that they thought their needs would increase while only 3.6 percent projected no increase. The remainder were uncertain of their future needs and did not project either an increase or decrease. On the basis of this finding, preparation should be undertaken for future expansion if external demands are to be met.

CHART XI

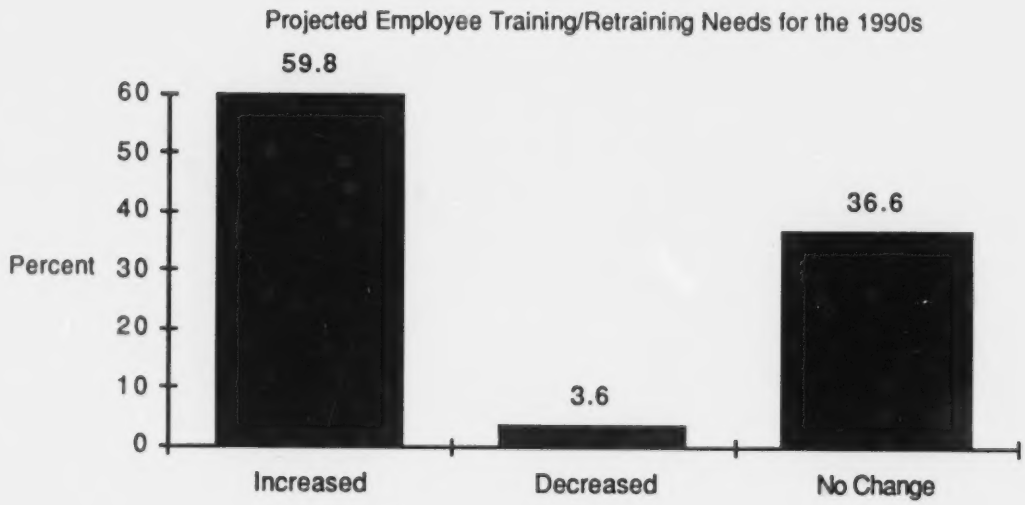


Chart XII shows the level of increase expected by those respondents who, in question eleven, had earlier projected an increase. Over sixty percent project an increase of 24 percent or less, almost 19 percent project a 25 - 49 percent increase, about 15 percent project a 50 to 74 percent increase, while less than 6 percent believe their increase will be 75 to 100 percent. These data provide a basis to allow for expansion, but in what areas. For this answer, Chart XIV provides this information.

CHART XII

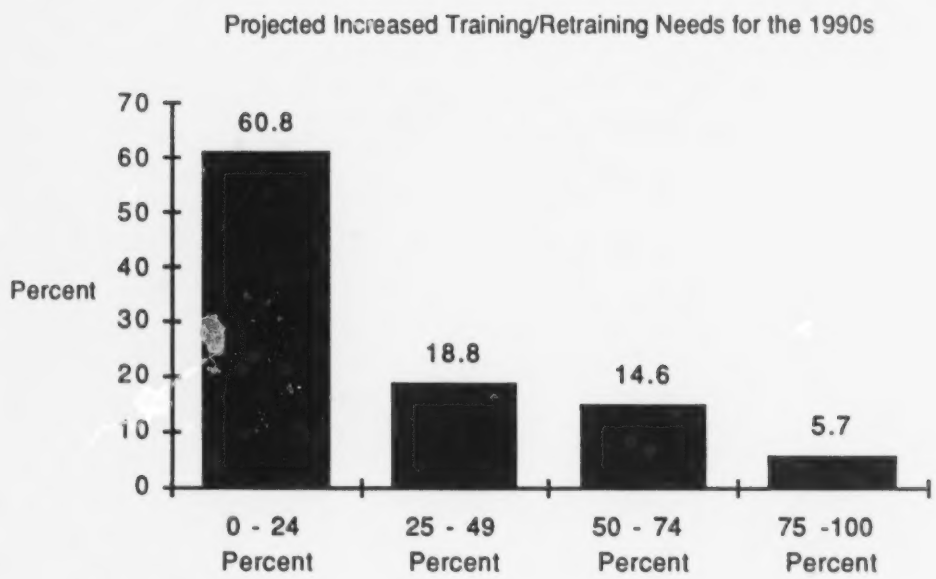
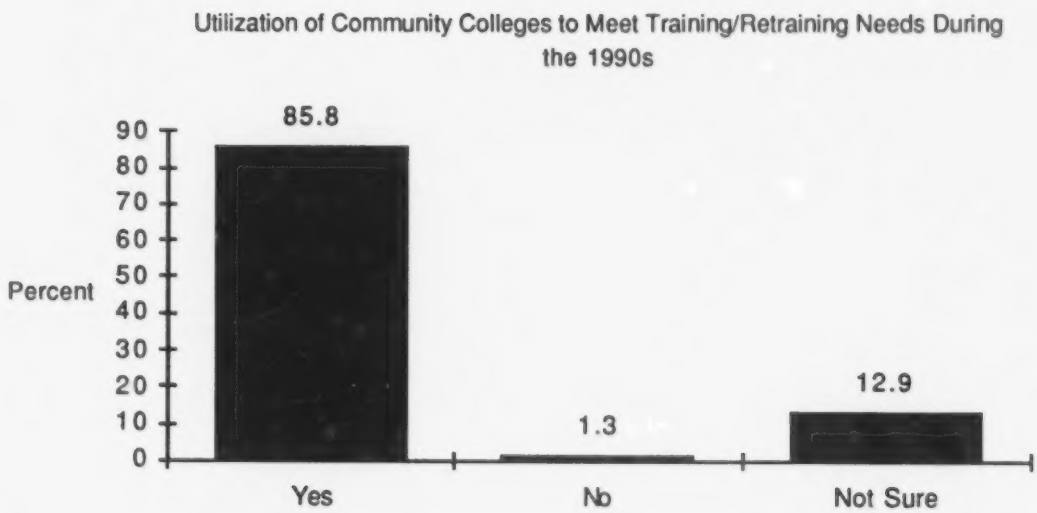


Chart XIII depicts the trend to utilize community colleges to meet training/retraining needs during the 1990s. A total of 85.8 percent of the businesses and industries responding noted that they plan to use the local community college to meet these increased needs. Only 1.3 percent state they they do not plan to do this while less than 13 percent are not sure how they plan to meet these needs. Most certainly with this increased demand being placed on the community college there may be a need to expand resources in critical but well defined areas.

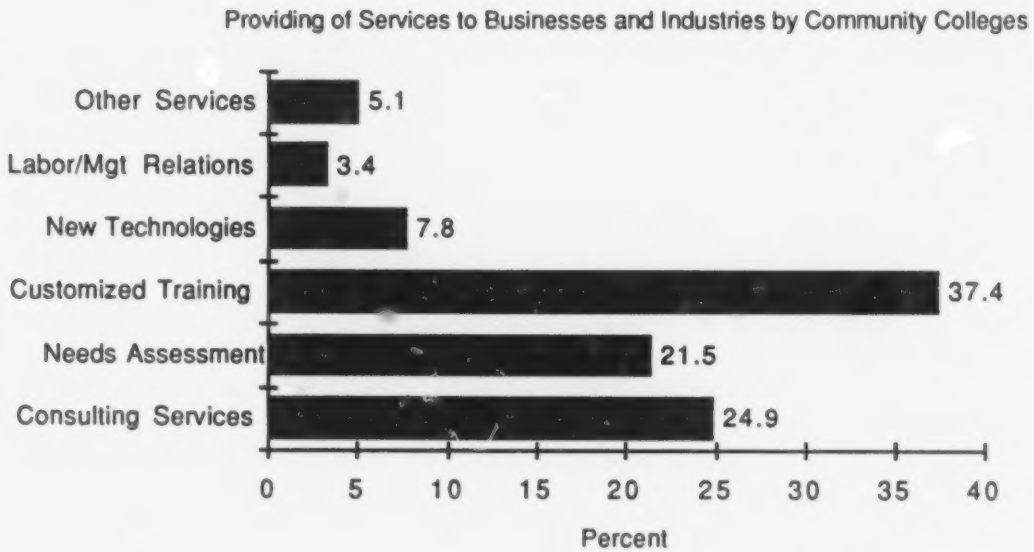
CHART XIII



OUTCOME MEASURE #4. Determine ways in which community colleges can provide better service to businesses and industries.

Chart XIV provides the reader with the results for outcome measure #4. Customized training, providing consulting services, and needs assessment tops the list of ways in which the businesses and industries of Iowa anticipate using the services of the community colleges into the 1990s. These may be new techniques for some community colleges or may simply reflect the need to expand services that are already delivered. Whatever the exact approach, the 500 businesses and industries surveyed have spoken clearly about their future expansion and needs.

CHART XIV



Adult Clientele

Results of the adult clientele survey are presented and discussed in terms of those outcome measures that have been previously discussed. The following charts depict the data collected from the 8,753 adult clientele who responded to the survey.

OUTCOME MEASURE #1. Determine clientele background and demographic information.

Charts XV through XX provide the results for outcome measure #1. Chart XV provides the reader with an image of the age categories that categorize those students enrolled across Iowa in Adult Training/Retraining courses. The average age was calculated to be 38.74 years. Over thirty (30.88) percent of students are in the 41 to 50 year of age category. An additional 29.42 percent of the students are in the 31 to 40 year of age category, meaning that over sixty (60.30) percent of the student population is located in the twenty-year age span 31 through 50 years of age. Less than ten (9.49) percent of students were twenty years of age or younger while approximately twelve (11.66) percent were above the age of fifty.

CHART XV

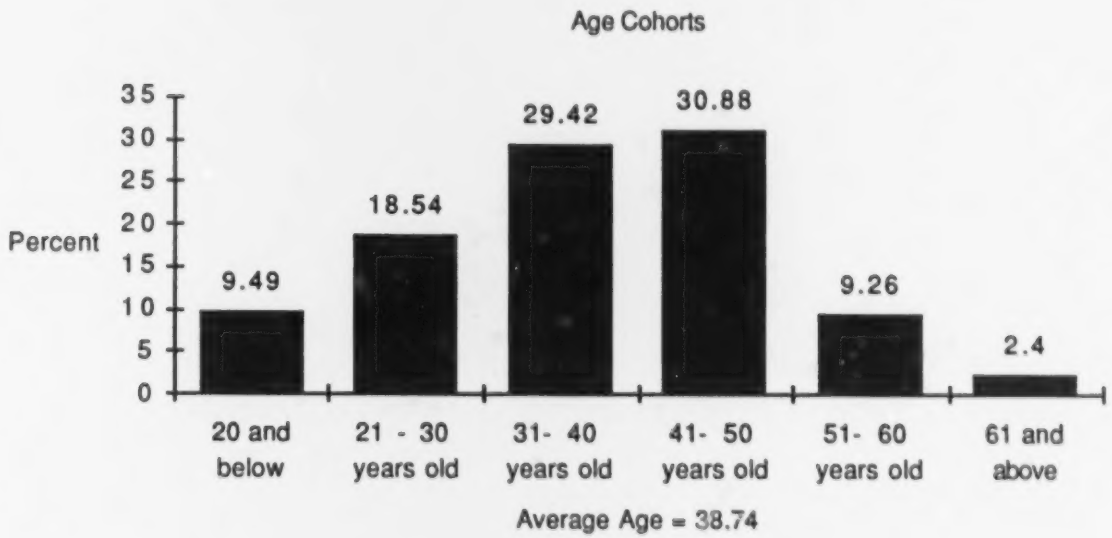
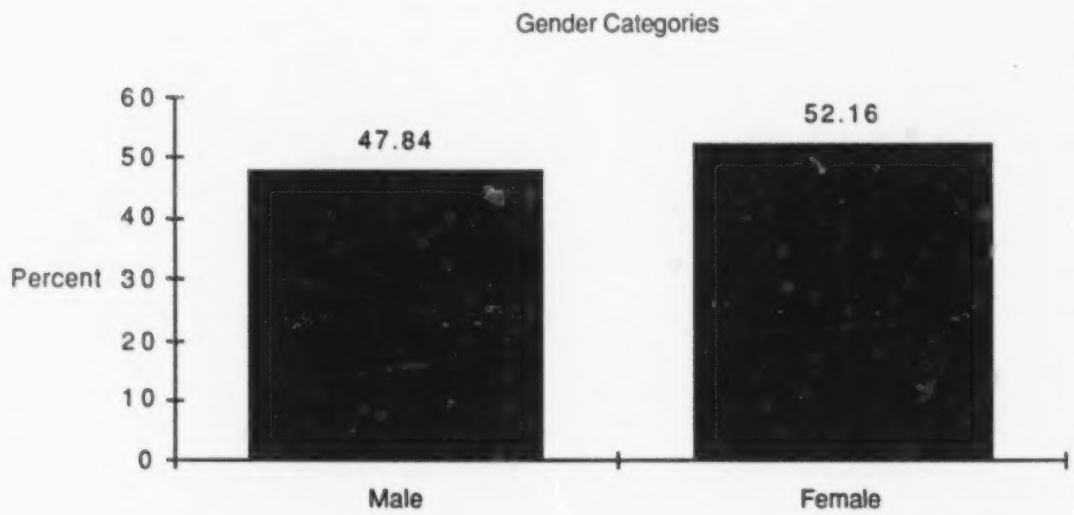


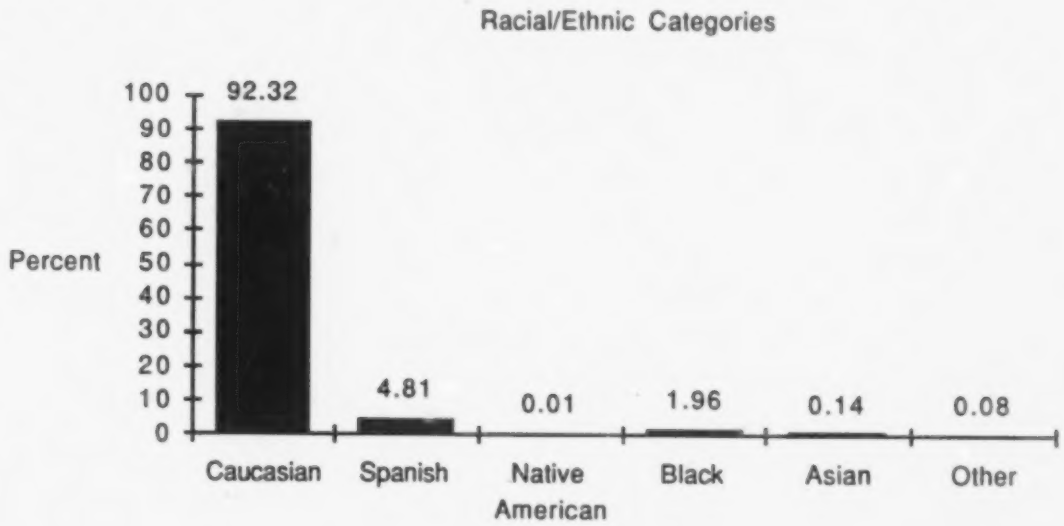
Chart XVI depicts the findings for gender. Although there may be variation within categories of Adult Training Programming, the course is taken only slightly more often by women than by men. A total of 52.16 percent of the students who comprised the respondents were women while 47.84 percent were men. Certain categories of courses, such as those centered in home economics (i.e., Vocational Home Economics), are dominated by women while courses such as Transportation and Material is dominated by men. However, these internal differences are negated by the large sample of students surveyed. (N=8,753).

CHART XVI



Another of the demographic characteristics that can be ascertained about any sample is the racial and/or ethnic features that characterize its members. Chart XVII informs the reader of the racial and ethnic categories that define those persons who responded as taking Adult Training/Retraining courses within the Iowa Community College structure. It must be noted that Iowa is relatively homogeneous when racial and ethic qualities are characterized. Over ninety (92.32) percent of those enrolled in Adult Training/Retraining courses were "Caucasian," while only 4.81 percent were "Spanish," another 1.96 percent were "African-American" or "Black," and less than one percent were "Native American" (0.01 percent), "Asian" (0.14 percent), or "Other" (0.08 percent). Although not exact, the reader is reminded that these data approximate the actual percentage of various racial/ethnic categories for the State of Iowa as reported by 1980 census data. Although there was not significant differentiation when this variable was analyzed, the fact is that the Community Colleges are drawing from populations that do indeed approximate the general racial/ethnic composition of the state.

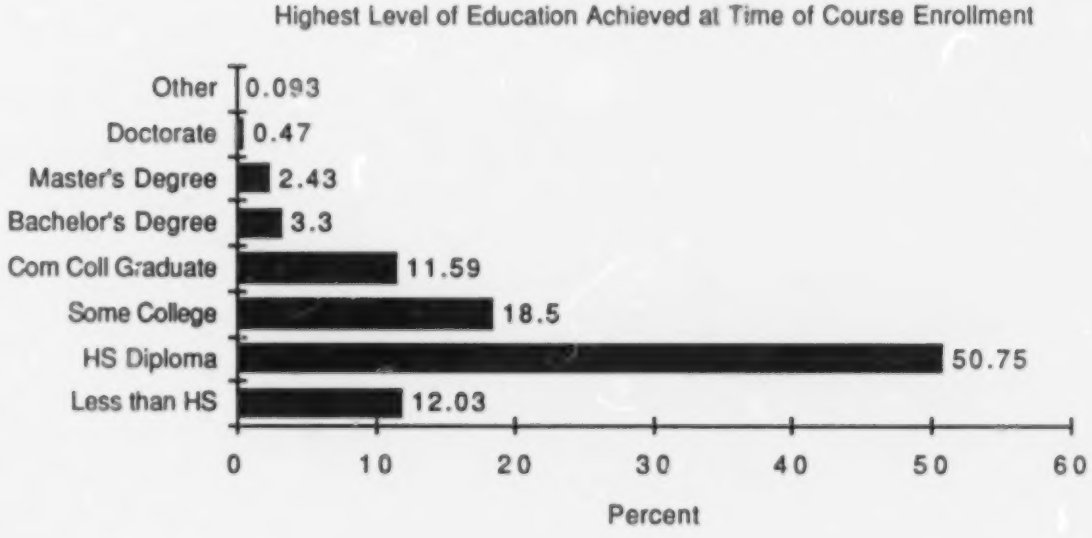
CHART XVII



Slightly over fifty (50.75) percent of those responding to the survey had a level of education that could be termed as "completed high school," while another 18.5 percent had completed "some college." Community College graduates constituted 11.59 percent of the sample, 3.3 percent had completed college with a Bachelor's Degree, 2.43 with a Master's Degree, and less than one-half of one percent (0.47) had a Doctorate. On the other end of the spectrum, only 12.03 percent of the total sample identified themselves as having a level of education as "less than a high school diploma."

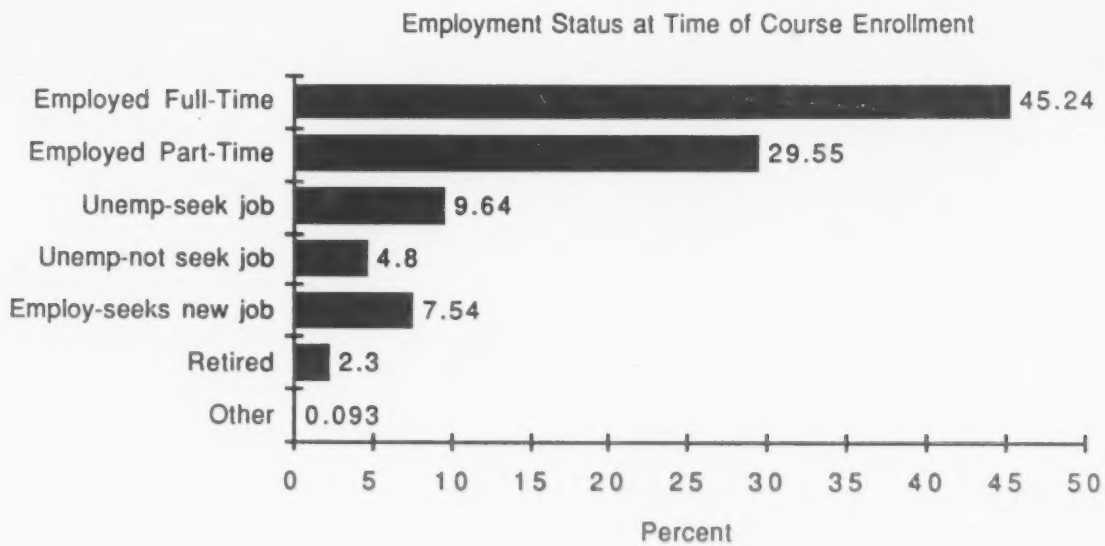
These data are depicted in Chart XVIII. Those students who completed Adult Training/Retraining courses had a widely ranging level of education. The data would suggest that most of the students have engaged in a variety of educational experiences. Finally, less than one percent (0.093) listed themselves as having an educational status identified as "other".

CHART XVIII



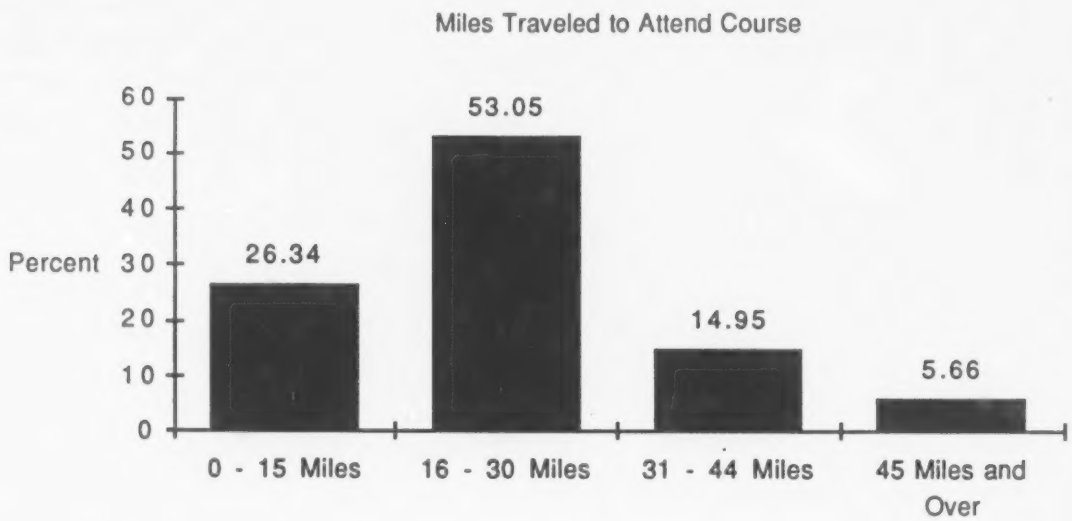
The employment status that the sample of adult students reported at the time of course enrollment, is illustrated through observing Chart XIX. Most of the sample, 45.24 percent, were "employed full-time" while another 29.55 percent were "employed part-time." Of those students who identified themselves as being "unemployed," a total of 9.64 percent were seeking a job while 4.8 percent were not looking for work. Another category, "those employed, but seeking a new job," constituted only 7.54 percent of the sample. Although several of those adult students who took courses were in the "retired" category, a total of only 2.3 percent of the total identified themselves as occupying this status. Finally, only 0.093 percent of the students sampled listed themselves in some "other" category of employment.

CHART XIX



The final demographic variable that was identified to describe outcome measure #1 was that of enumerating the total number of miles that the student traveled to attend the course. Chart XX enumerates the result of this analysis. Most of the students, 53.05 percent, traveled between 16 and 30 miles, another 26.34 percent traveled from 0 to 15 miles. Only 14.95 percent of the adult students surveyed traveled from 31 to 44 miles and, finally, only 5.66 percent of the students traveled 45 or more miles. This analysis would indicate the courses are centrally located to a majority of the Iowa adult population.

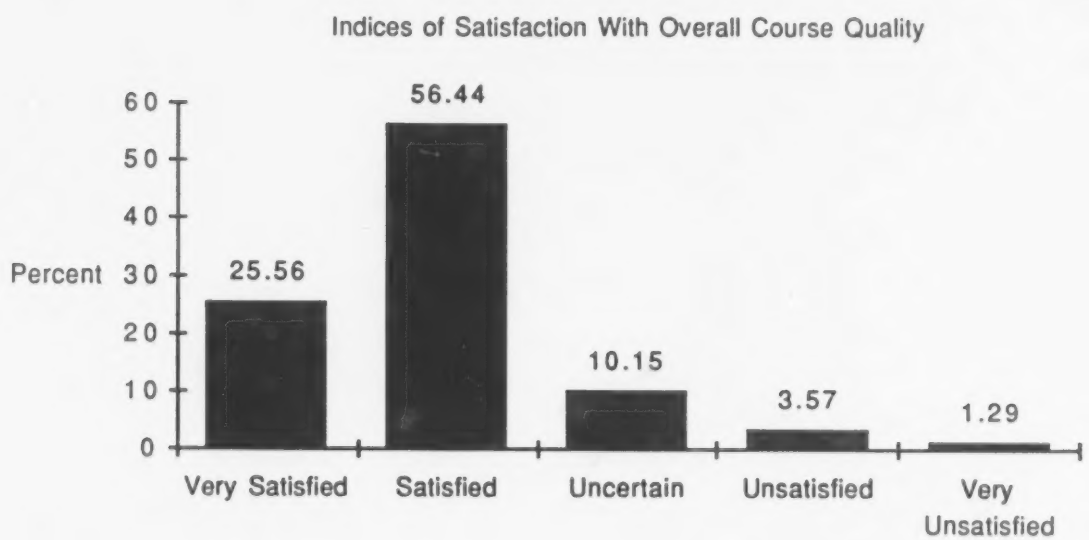
CHART XX



OUTCOME MEASURE #2. Determine adult clientele satisfaction with Adult Vocational Training/Retraining Instructional programs.

Charts XXI through XXIV depict the results for outcome measure #2. Adult students responding to the survey were asked to identify the level of satisfaction with the overall quality of the course. A "Likert-type" index was developed and the results of the analysis of student data is depicted in Chart XXI. Most of the students were "satisfied" (56.44 percent) or "very satisfied" (25.56 percent). This means that a total of 82.00 percent of those responding could be considered as satisfied with course quality as a result of their participation in the Adult Training/Retraining curriculum at the community colleges. Only 4.86 percent of the sample were either "unsatisfied" or "very unsatisfied" with the results of their educational experience. About one in ten (10.15 percent) answered that they were "uncertain" about their experience. This success parallels the results of the responses received from the business and industry survey when that target population was asked similar questions.

CHART XXI



Students were asked to rate the quality of instruction they received while attending Adult Training/Retraining Courses at the community colleges. Chart XXII identifies the responses to this question. Once again a five-point scale was developed in which the "very good" response (25.43 percent) and "good" answer (56.09 percent) provided a positive reaction to the question totaling 81.52 percent. Negative response were quite low, 4.73 percent saying that the instruction was "poor" and only 2.32 percent noting that they considered the instruction to be "very poor." This total of 7.05 percent is typical of responses gained from these more qualitative answers. Over eleven (11.43) percent of the respondents felt the instruction was "fair." Quite often "fair" is considered a positive response for this type of question. If this is allowed, the positive response rises to 92.95 percent.

CHART XXII

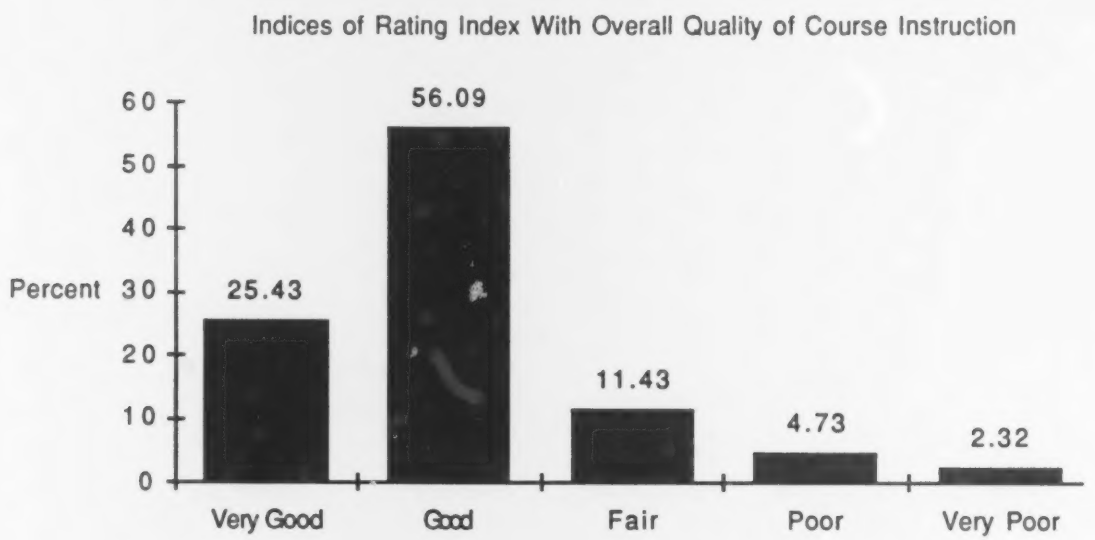
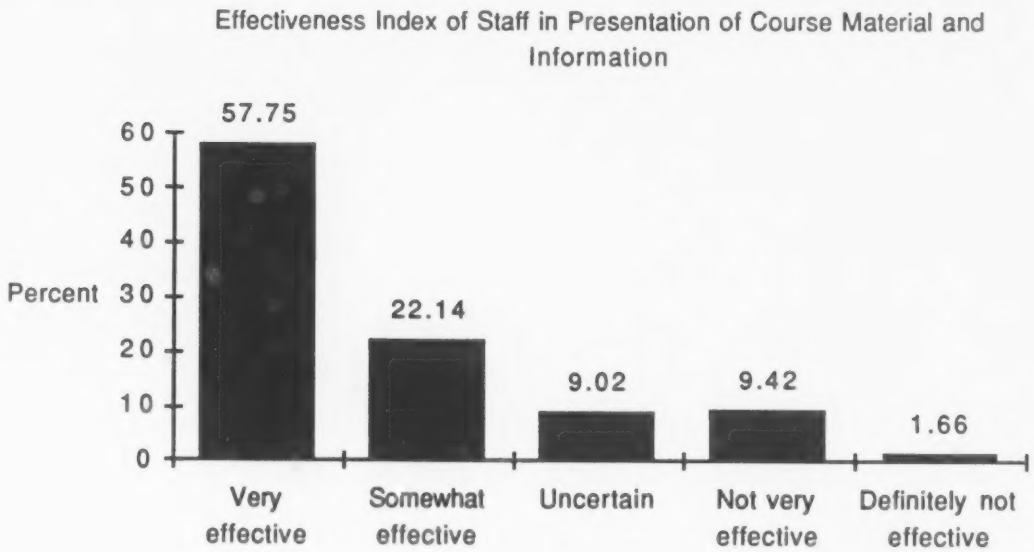


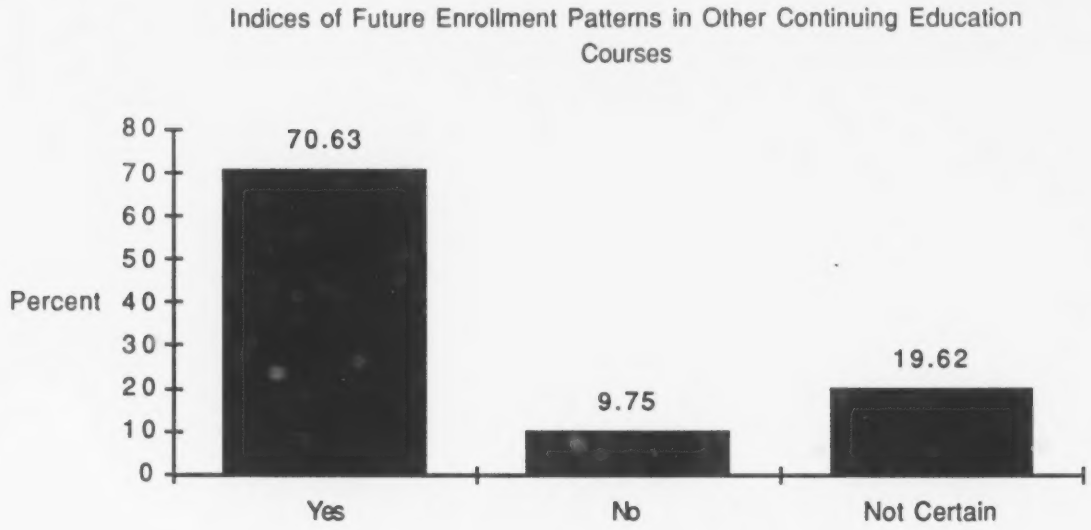
Chart XXIII identifies those responses that were provided to a question concerning the effectiveness of community college staff in presenting course material and information. A total of 57.75 percent of those responded felt the instruction was "very effective," another 22.14 percent considered the presentation of course material and information to be "somewhat effective," and only 9.02 percent were "uncertain." This overall positive percentage of 88.91 percent is compared to 11.08 who considered the presentation to be either "not very effective" (9.42 percent) or "definitely not effective" (1.66 percent).

CHART XXIII



Students were asked, as a final question for outcome measure #2, whether or not they would be willing to enroll in additional continuing education course. Chart XXIV displays the responses to this question. A total of 70.63 percent said "yes," while only 9.75 percent said "no." Almost twenty (19.62) percent said that they were "not certain."

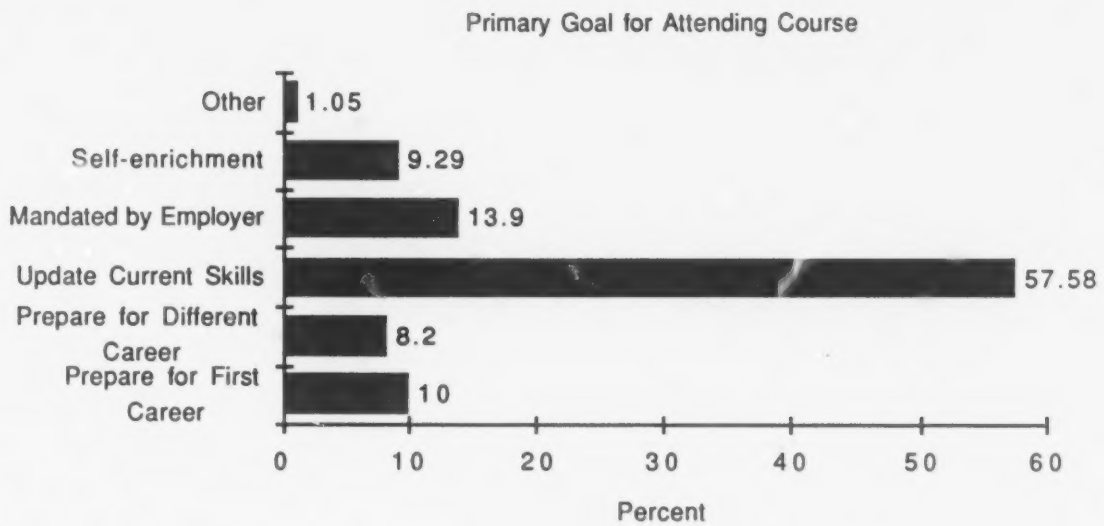
CHART XXIV



OUTCOME MEASURE #3. Determine primary goals for attending courses.

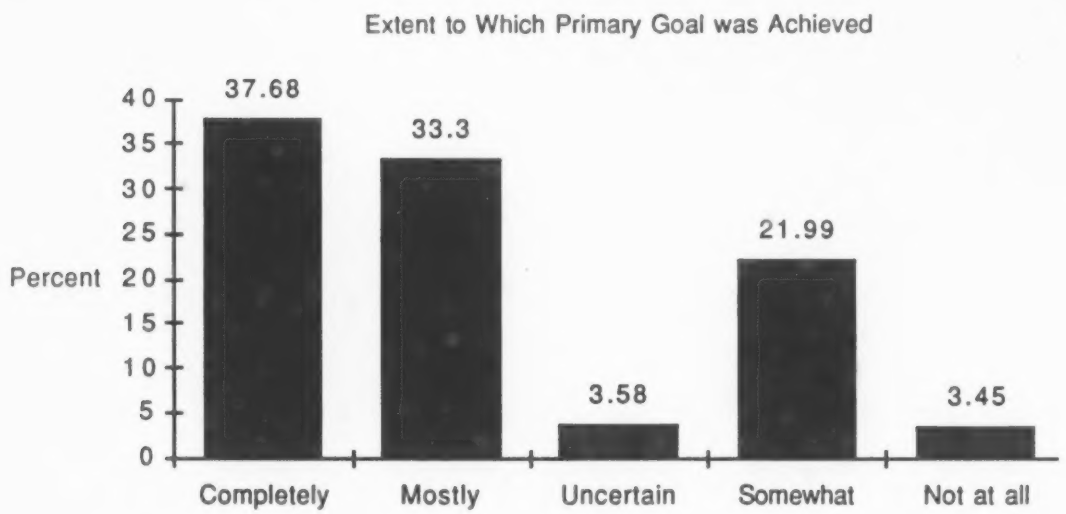
Charts XXV through XXVIII display the results for outcome measure #3. Students were asked to identify the primary goal for attending Adult Training/Retraining courses offered by the local community college. Chart XXV depicts the responses received from an analysis of these data. Five major categories were defined: (1) prepare for first career (10 percent of those responding), (2) prepare for different career (8.2 percent of those responding), (3) update current skills (57.58 percent of those responding), (4) mandated by employer (13.9 percent of those responding), (5) and self-enrichment (9.29 percent of those responding). Another 1.05 percent of the respondents identified a category "other" as the goal for taking these courses. Students obviously take these courses as a means, first of all, to update their current skills and then for a variety of other reasons.

CHART XXV



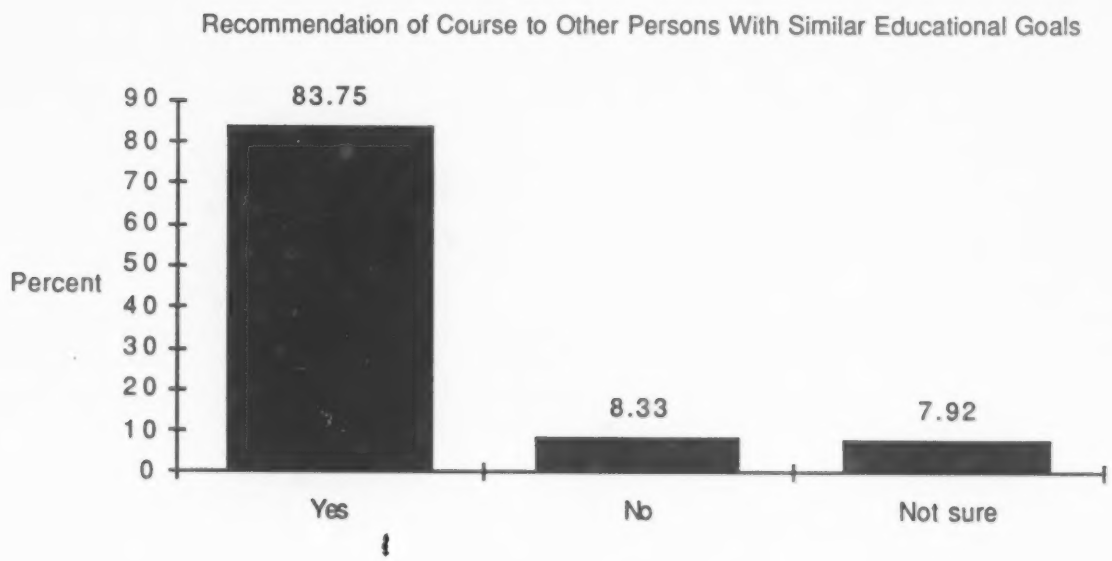
Students were asked to respond, on a five-point Likert-type scale, the extent to which their primary goal for taking the course was achieved. The results are present in Chart XXVI. Over seventy percent indicated their primary goal was "completely" or "mostly" achieved (37.68 percent "completely," and 33.3 percent "mostly"). On the other hand 21.99 percent responded that their primary goal was "somewhat" achieved (which could be considered to be somewhat positive) and only 3.45 percent noted their primary goal was "not at all" achieved. 3.58 percent were "uncertain" about the extent to which their primary goal was achieved.

CHART XXVI



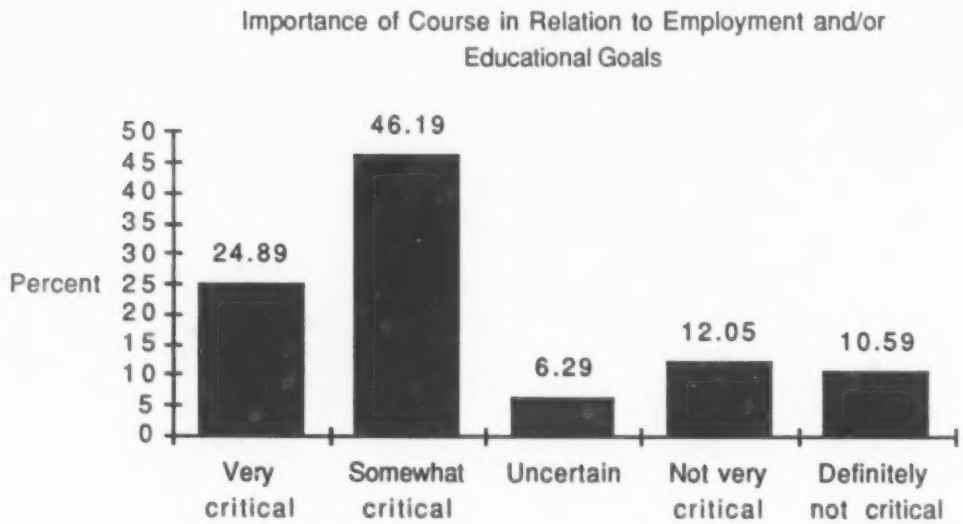
One of the variables used to determine answers to outcome measure #3 was a question asking if the student would recommend the course to other persons with similar educational goals. Chart XXVII displays the responses. A very large number of students 83.75 percent, noted "Yes." Only 8.33 percent said "No," while 7.92 percent of those responding indicated that they were "not sure." Once again it is quite evident that a majority of those responding were satisfied with the course.

CHART XXVII



The final variable for outcome measure #3 identified the importance of the course in relation to employment and/or educational goals. Chart XXVIII depicts the responses to this variable. A large percentage responded favorable, 24.89 percent saying that the course was "very critical" and 46.19 percent noting that it was "somewhat critical." This total, 71.08 percent, expressed the opinion that these courses are "important" in achieving either their educational and/or employment goals. Only 22.64 percent said that it was either "not very critical" (12.05 percent) or "definitely not critical" (10.59 percent). A total of 6.29 percent of those answering the question noted that they were "uncertain."

CHART XXVIII



OUTCOME MEASURE #4. Determine adult clientele ratings of four administrative features of the program.

Charts XXIX through XXXII depict the results for outcome measure #4. Chart XXIX illustrates the results obtained from a question asking about satisfaction with registration procedures to enroll in the Adult Training/Retraining course. A total of 42.45 percent indicated the procedure was "very good." Another 31.83 percent felt the procedure was "good," and 17.35 percent noted it was "fair." Obviously this positive response met with less than ten percent (8.37 percent) noting that it was either "poor" (4.71 percent) or "very poor" (3.66 percent).

CHART XXIX

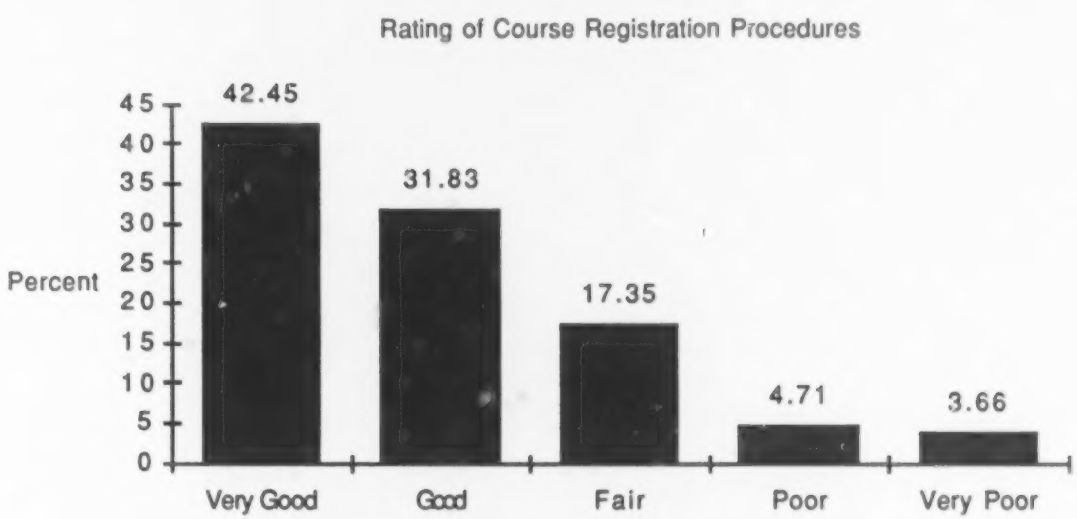
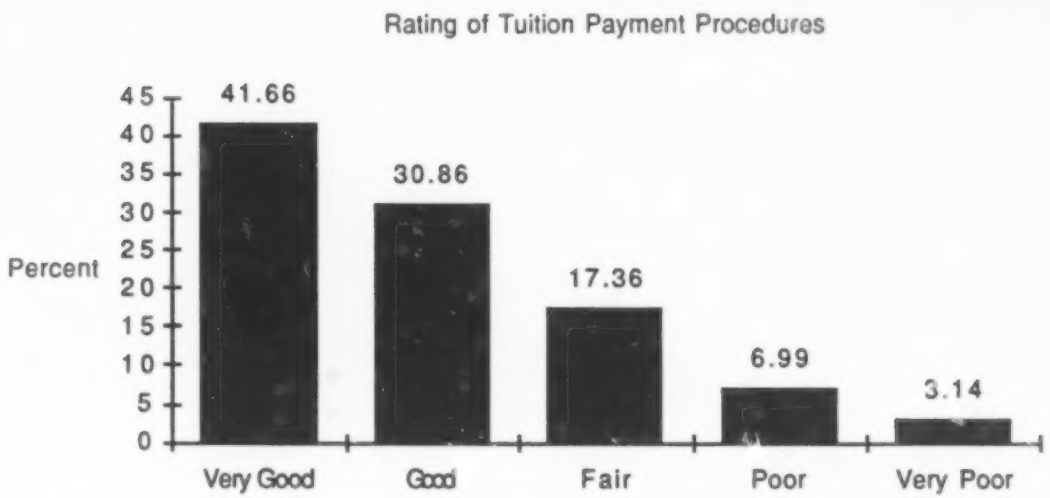


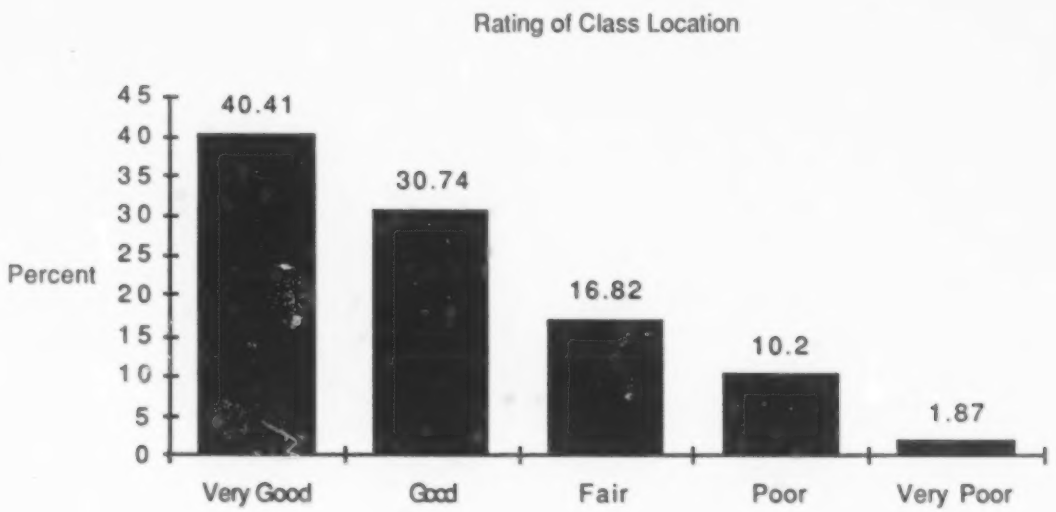
Chart XXX illustrates the results for tuition payment procedure ratings. A total of 89.88 percent of those students responding to this question stated that they felt the procedure for payment of tuition was either "very good" (41.66 percent), "good" (30.86 percent), or "fair" (17.36 percent). Only 10.13 percent said that the procedure was either "poor" (6.99 percent) or "very poor" (3.14 percent).

CHART XXX



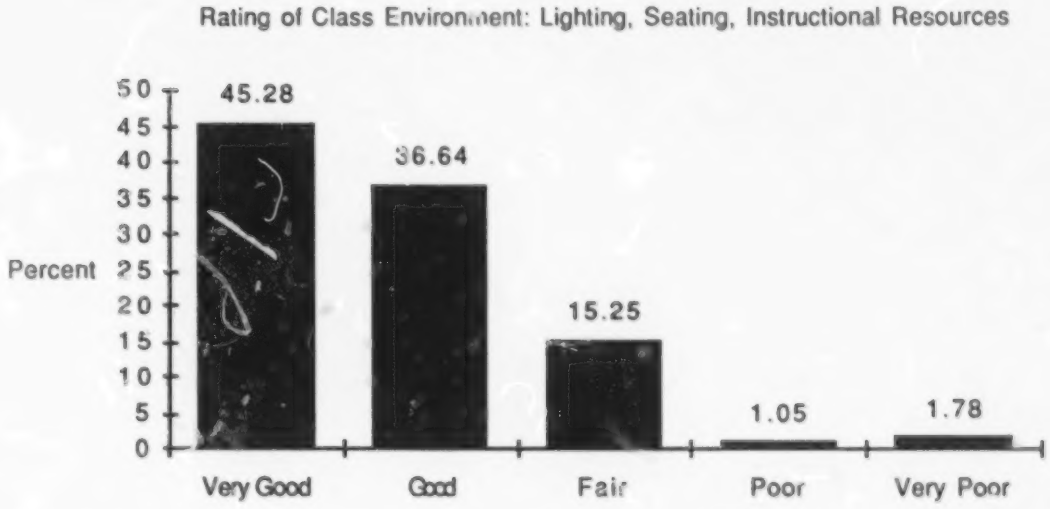
Students once again gave positive responses to a question asking how they felt about the location of the Adult Training/Retraining course. The results are presented in Chart XXXI. A total of 40.41 percent noted that the location was "very good" while 30.74 percent said that it was "good." A total of 16.82 percent said that the location was "fair," and only 10.2 percent reported it as being poor. Finally, 1.87 percent of those reporting gave a rating of "very poor".

CHART XXXI



Students who responded to a question about the class environment again gave the community colleges good marks as illustrated in Chart XXXII. This final variable for outcome measure #4 found 45.28 percent of those students responding indicating the environment was "very good" while 36.64 percent noted that it was "good." A total of 15.25 said it was "fair" and 1.05 reported that it was "poor." Finally, 1.78 percent reported the most negative category, "very poor".

CHART XXXII



CONCLUSIONS, RECOMMENDATIONS, AND SUMMARY

Conclusions

Business and Industry

The primary conclusions observed from the findings of the business and industry phase of the study included:

1. **Business and industry respondents are very satisfied with the product that the community college delivers in the area of Adult Training/Retraining.**

2. **There will be an increased need for Adult Training/Retraining during the 1990s.**

3. **These increased needs will continue with present services but expand into the areas of needs assessment and the production of training tailored to specific or customized needs of changing businesses and industries.**

4. **Businesses and industries are satisfied enough to tell others their success stories.**

5. **These services simply are not perceived to be available anywhere other than through the community college.**

The secondary conclusions are presented with reference to the originally developed Outcome Measures that have come to define the Business and Industry study focus on the following four points:

1. **Profile of businesses and industries served:** Approximately one half the businesses and industries profiled had less than one hundred employees while roughly third had over two-hundred employees. Employees served appear at both ends of the continuum of size, large and small.

2. **Employee satisfaction: Community College continuing education Training/Retraining programs are overwhelmingly respected by companies that have utilized them.** These programs are perceived by businesses and industries to provide high quality, convenient offerings which are targeted to and do meet the needs of both companies and employees. Businesses and industries report that they strongly support these programs and say that they are meeting their Training/Retraining needs. Data supports the impression that companies that have used Adult Training/Retraining programs in the past, will continue to use them in the future. These programs are filling a crucial need for employees in upgrading or learning new skills, needs that cannot be obtained elsewhere.

3. **Business and Industry needs into the 1990s.** Almost all of the businesses and industries surveyed see a continuing need for expanded training during the 1990s. Well over one-half of the businesses and industries responding to the survey indicated that a significant increase in training/retraining needs is projected for the next decade. The majority anticipated some growth (less than 25 percent) while others believed that the growth would go as high as 100 percent. Three out of four businesses and industries survey projected an increase in employee training needs. The majority of those anticipating increased training reported "upgrading of skills" as their primary goal. Nearly all (97 percent) of the companies anticipating need for increased training would

recommend the local community college to their fellow businesses and industries. Those businesses and industries indicating increased training needs were "satisfied" or "very satisfied" with the quality of training that they had received. Over 85 percent of those surveyed responded that they would likely be using the Community College to meet their training/retraining needs during the next decade.

4. **Ways the Community College can provide better service.** Customized training programs were indicated to meet the main needs of businesses and industries during the next decade. Business and industry indicated that they believe the local community college can meet their expanding needs, especially through assistance in identifying employee training needs and developing training programs to meet these needs.

Adult Clientele

The primary conclusions observed from the findings of the adult clientele phase of the study included:

1. **The community colleges are serving a representative sample of the Iowa mainstream adults in the training/retraining courses.** The socio-demographic profile reported for outcome measure #1 indicated the same profile as the 1980-1990 census data reported for mainstream Iowa adult citizens. Other research studies conducted on the adult population reinforces the conclusion drawn from the impact study.

2. **The adult clientele respondents are satisfied with the courses the community colleges deliver in the area of training/retraining programs.** The data reported for outcome measure #2 reinforces the conclusion that: (1) course quality, (2) course instruction, and (3) instructor presentation of course material and information were rated "very effective" or "effective". This conclusion is further reinforced by the fact that a significant number (70 percent) indicated they plan to enroll in other continuing education courses at the community colleges.

3. **The major reason for attending training/retraining courses is to upgrade current skills.** The data trends reported in outcome measure #3 reinforce the concept that the area of training/retraining is the fastest growing segment of education. Numerous references have documented this trend throughout the "trends for the 1990s" section of this study. Moreover, the adult clientele indicated they had "completely" or "mostly" achieved their primary goal of "updating current skills". They also indicated the courses were "very critical" or "critical" to employment and/or educational goals. It is obvious that the community colleges met the imployment and/or educational goals of the adult clientele.

4. **The administration of the training/retraining programs was well organized and met adult clientele educational objectives.** The data reported for outcome measure #4 indicated the adult clientele were satisfied with the administration of the courses. The majority of the ratings for administrative features such as: (1) registration, (2) tuition payment procedures, (3) class location and (4) class environment were "very good" or "good".

Recommendations

Business and Industry

Recommendations focus upon four distinct areas in relation to the Business and Industry phase of the study:

1. **Economic Development Strategies:** Based on the success shown in the survey, the adult continuing education programs have demonstrated the ability to meet the Training/Retraining needs and upgrading needs of businesses and industries in Iowa, and to do it with quality programming. Today the challenge for the primary provider, adult and continuing education non-credit programs, is to continue to provide service to accommodate increased needs as identified by those surveyed.

2. **Adult Education Programming and Outreach Efforts with Businesses and Industries:** Satisfied customers should be used to market Business and Industry programming. In doing this, community colleges should expand their programming and services in the area of Training/Retraining to businesses and industries while continuing to focus on specific training needs. Community college adult education programs will, by necessity, work in partnership with businesses and industries in ascertaining the exact focus and scope of these expanding needs. In order to accomplish this mission, Continuing Education programs should secure additional resources so as to enable the expansion of its programs and services. This activity focus will ultimately be achieved only if Continuing Education is an integral part of the state funding formula. To ensure that all of these goals are realized, community colleges and their adult education programs (Training/Retraining Programming) must maintain a flexible, locally controlled delivery system).

3. **Legislation and Funding Issues:** There should be replacement and expanded funding of the Carl Perkins Adult Vocational Funds for Training/Retraining and Apprenticeship programs. Over one-half of the companies responding to the survey indicated a need for consultation in the assessment of their training needs. It is recommended that the State of Iowa fund a full time **Training Needs Consultant** position within the Continuing Education Division of each community college.

4. **Traditional/Nontraditional Course Offering Issues:** Historically the comprehensive and flexible Training/Retraining delivery system provided by the community colleges has been demonstrated to have met the needs of local businesses and industries. This system **must be maintained** and its comprehensiveness and flexibility must be guaranteed. Consistent with this concept, there is a critical need to maintain the funding philosophy that will continue to provide training for business and industry that meets their needs and is provided at a time and place that is appropriate. To guarantee that all of the points that have been enumerated in this recommendation section will be achieved, it is critical that community colleges maintain local authority and autonomy in the educational process when determining appropriate training for business and industry.

Adult Clientele

The following recommendations were made as a direct result of the adult clientele phase of the study.

1. **The community colleges should continue to serve the adult citizenry with training/retraining courses.** The literature and field observations indicate the training/retraining programs are the fastest growing segment of continuing education.

2. **The customized training/retraining programs should be expanded into organizations they are not currently serving.**

3. **Continuing education programs should concentrate on linking with telecommunications technology to offer distant learning opportunities to a greater number of Iowa's adult citizenry.**

Recommendations for Further Research

The following recommendations for further research were formulated as a direct result of the Continuing Education Impact Study. The recommendations are as follows:

1. **An expanded needs assessment study of Iowa's businesses and industries not presently served by Iowa's community colleges. This study could provide a data base for long-range planning.**

2. **A study of the role, scope and function of labor unions and related associations. This study could provide additional insights relative to the future role of Iowa's community colleges vis-a-vis labor unions and related associations.**

3. **A series of future accountability studies focusing on other target populations served by Iowa's Community Colleges Continuing Education programs (e.g. Driver's Improvement Programs, Mine Safety, General Adult Programs, Continuing Professional Education for Licensed Occupations, etc.)**

4. **An expanded study focusing on the expanding role of economic development programming and strategies in relation to adult and continuing education programs.**

5. **A needs assessment study of target populations not currently served by Iowa's Community Colleges.**

Summary

The Continuing Education Impact Study will have a significant effect on future strategies concerning funding, legislation and program strategies in reference to continuing education programs. The results, conclusions and recommendations reported herein will be used as a guidepost by future decision makers well into the twenty-first century.

As a result of interacting with several different groups and associations (Iowa Association of Community College Presidents, Iowa Association of Community College Trustees, Adult Deans and Directors Association) concerning various aspects of the study, the authors have formulated some observations which appear to have a thread of commonality among the above referenced groups:

1. **The present community college continuing education delivery system is clearly accountable to its constituents and has had a significant impact in meeting the educational needs of Iowa's adult citizens. The current trend indicates the same accountability factors will hold constant into the twenty-first century.**

2. **Iowa's Community Colleges' Adult Continuing Education Divisions have effectively served the educational/training needs of Iowa's businesses and industries for the past two decades. This effort has been recently enhanced with the addition of Economic Development funding and emphasis.**

3. **A significant and effective linkage system of local community entities (businesses, industries, local educational agencies, etc.) has been developed by Iowa's Community Colleges to expand programming efforts in the local communities.**

4. **The continuing education programs, offered through Iowa's Community Colleges, will continue to have a significant impact on economic development strategies and the overall quality of life currently enjoyed by Iowa's citizens.**

5. **Current projections clearly indicate a continued and increasing need for training and retraining programs for Iowa's businesses and industries. The community colleges are in a position to meet these increased demands for training and retraining.**

6. **Flexibility is the key to offering continuing education programs that meet the needs of Iowa's adult citizenry.**

7. **Local autonomy, governance and decision making provide the needed flexibility to meet Iowa's educational needs. The present continuing education delivery system must be allowed to continue to function with this framework.**

8. **A significant number of continuing education programs should continue to be offered as non-credit courses. The educational needs of many adults are better served through non-credit courses.**

9. **Significant state funding must continue to be channeled into Iowa's Community Colleges' Continuing Education Programs in order to effectively meet the future educational needs of Iowa's adult citizenry.**

EPILOGUE

This landmark study has served as the vanguard for a series of accountability studies in the field of Continuing Education. With the advent of the 1990's, accountability and proactiveness will be the conceptual banner around which Iowa's Community Colleges' Adult and Continuing Educators will rally. The present study has clearly demonstrated the excellence and quality of programs currently being offered.

It is then the challenge of Continuing Education to maintain these high standards of excellence, quality, innovativeness, accountability and proactiveness throughout the 1990's and into the twenty-first century.

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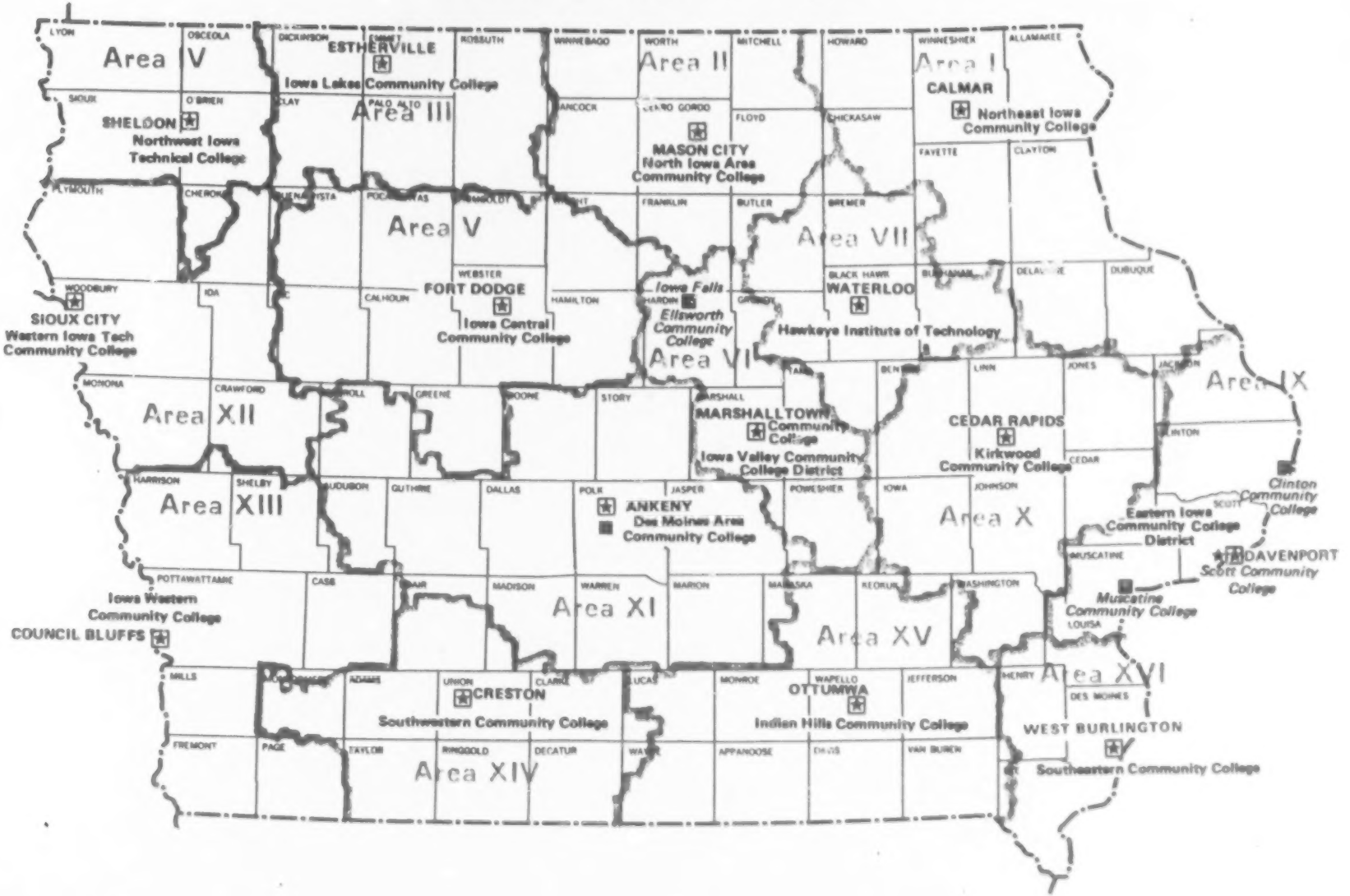
APPENDICES

APPENDIX A

Map of Iowa's

Community Colleges

Community Colleges



APPENDIX B

Business and Industry

Questionnaire and Sample Letter

SAMPLE LETTER TO BUSINESS AND INDUSTRY

September 1, 1990

Dear _____:

_____ Community College is participating in a
(Insert Community College Name)
statewide study designed to determine the quality and impact of Adult Vocational Training/Retraining Continuing Education Programs. Your organization has been selected to respond to the Business and Industry questionnaire because of your affiliation with _____ Community College.
(Insert Community College Name)

Please take a few minutes to complete the survey and return in the enclosed envelope by September 15, 1990. Your perceptions will assist in providing quality continuing education programs to businesses and industries located in our community college district. The results of the study will be sent to you when the study is completed.

Sincerely,

_____
(Insert name and title of college official)

jj:l/dcc

State of Iowa
DEPARTMENT OF EDUCATION
Bureau of Educational and Student Services
Grimes State Office Building
Des Moines, Iowa 50319-0146

SURVEY OF ADULT VOCATIONAL TRAINING / RETRAINING PROGRAM FOR BUSINESS AND INDUSTRY USERS: STATE OF IOWA COMMUNITY COLLEGE SYSTEM

1. What is the size of your organization? (Circle one)

   a. 1 - 19 employees b. 20 - 49 employees c. 50 - 99 employees
   d. 100 - 149 employees e. 150 - 199 employees f. Over 200 employees

2. How many employees participated in Adult Vocational Training / Retraining course(s) at the local community college during 1989 - 1990? (Circle one)

   a. 1 - 5 b. 6 - 10 c. 11 - 15 d. 16 - 20
   e. 21 - 30 f. 31 - 49 g. 50 or more

3. Type of business or industry? (Circle one)

   a. Manufacturing b. Construction
   c. Transportation / Commerce / Public Utilities d. Wholesale / Retail / Trade
   e. Finances / Insurance / Real Estate f. Services
   g. Government

4. Why did you select a community college to conduct Adult Vocational Training / Retraining course(s) rather than do it yourself? (Circle one)

   a. It was less expensive
   b. The quality of instruction was better than I could offer
   c. It was more convenient than anywhere else
   d. It was the only place I could find the course being offered
   e. I have used the community college in the past and have been satisfied
   f. Experiences relayed to us by other businesses
   g. Other (please specify) _____

5. What was the primary goal for referring your employee(s) to Adult Vocational Training / Retraining course(s) ? (Circle one)

   a. Upgrade the quality of employee performance
   b. Prepare the employee for a new skill or job classification
   c. Mandated by the profession of the employee
   d. Mandated by law
   e. Self-enrichment of the employee
   f. Other (specify) _____

6. To what extent did the Adult Vocational Training / Retraining course(s) meet the training needs of your organization? (Circle one)

   a. Completely b. Mostly c. Uncertain d. Somewhat e. Not at all

7. Would you recommend the local community college Adult Vocational Training / Retraining course(s) to other businesses or industries that want to achieve the same employee training goal(s)? (Circle one)

   a. Yes b. No c. Not sure

(OVER)

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8. How satisfied were you with the quality of the Adult Vocational Training / Retraining course(s)? (Circle one)

   a. Very satisfied
   b. Satisfied
   c. Uncertain
   d. Unsatisfied
   e. Very unsatisfied

9. Did the course(s) meet the training needs of your employee(s)? (Circle one)

   a. Yes b. No c. Not sure

10. How "critical" or "important" was the Adult Vocational Training / Retraining course(s) to the training needs of your employees? (Circle one)

    a. Very critical
    b. Somewhat critical
    c. Uncertain
    d. Not very critical
    e. Definitely not critical

11. Indicate your projected employee Adult Vocational Training / Retraining needs for the 1990s (Circle one)

    a. Increased employee training needs
    b. Decreased employee training needs
    c. No change in employee training needs

12. If in question 11, you projected an increase in employee training / retraining needs, indicate the projected percent increase for the 1990s (Circle one)

    a. 0 - 24 percent increase b. 25 - 49 percent increase
    c. 50 - 74 percent increase d. 75 - 100 percent increase

13. Do you plan to utilize the local community college to meet your increased employee training / retraining needs during the 1990s (Circle one)

    a. Yes b. No c. Not Certain

14. How can the community college provide better service to your organization (circle all that apply)?

    a. Provide consulting services
    b. Provide needs assessment surveys to determine employee training needs
    c. Develop customized training programs
    d. Exploration of new technologies (e.g., technology transfer, computer integrated manufacturing, automation, laser-fiber optics, etc.)
    e. Develop labor-management relations strategies
    f. Other, specify _____

15. Provide any comments relative to your experiences with Adult Vocational Training / Retraining courses.

_____
_____
_____
_____
_____
_____
_____

APPENDIX C

Adult Clientele Questionnaire

and Sample Letter

SAMPLE LETTER TO STUDENTS

October 1, 1990

Dear Sir/Madam:

_____ Community College is participating in
(Insert Community College Name)
a statewide study designed to determine the quality and impact of Adult Vocational Training/Retraining Continuing Education courses. Our records indicate you were enrolled in one of these courses during the 1989-90 school year..

Please take a few minutes to complete the questionnaire and return in the enclosed envelope by October 15, 1990. Your responses are strictly confidential and will enable _____ Community College to continue to offer
(Insert Community College name)
quality continuing education courses to the adult clientele in our district.

Sincerely,

_____
(Insert name and title of college official)

JH/dcc

100

CIP Number: 01
Sub-category: Agribusiness and Agricultural Production

State of Iowa
DEPARTMENT OF EDUCATION
Bureau of Educational and Student Services
Grimes State Office Building
Des Moines, Iowa 50319-0146

SURVEY OF ADULT VOCATIONAL TRAINING / RETRAINING STUDENTS: STATE OF IOWA COMMUNITY COLLEGE SYSTEM

1. What is your age (please print exact years of age)? _____

2. What is your sex? (Circle one) a. Male b. Female

3. What is your racial/ethnic background? (Circle one)

   a. Caucasian
   b. Black or African-American
   c. Spanish
   d. Asian or Pacific Islander
   e. Alaskan Native or American Indian
   f. Other (specify) _____

4. What was the highest level of education you had achieved at the time you took this course? (Circle one)

   a. Less than high school diploma or equivalent
   b. High school diploma or equivalent
   c. Some college credits/less than a degree or certificate
   d. Community college certificate or degree
   e. Bachelor's degree
   f. Master's or first professional degree, e.g., MSW, MFA, EdS
   g. Doctorate (MD, PhD, EdD, JD, etc.)
   h. Other (specify) _____

5. What was your employment status at the time you took this course? (Circle all that apply)

   a. Employed full-time (35 or more hours per week)
   b. Employed part-time (34 or less hours per week)
   c. Unemployed and seeking a job
   d. Unemployed and not seeking a job
   e. Employed and seeking a different job
   f. Retired
   g. Other (specify) _____

6. How many miles did you travel to attend this course? (Circle one)

   a. 0 - 15 miles
   b. 16 - 30 miles
   c. 31 - 44 miles
   d. 45 miles and over

7. How satisfied were you with the overall quality of the course? (Circle one)

   a. Very satisfied
   b. Satisfied
   c. Uncertain
   d. Unsatisfied
   e. Very unsatisfied

282-2385 **(OVER)**

101

8. How would you rate the quality of instruction in this course? (Circle one)

   a. Very good b. Good c. Fair d. Poor e. Very Poor

9 How "effective" was the staff or teacher in presenting the materials and information that you needed: (Circle one)

   a. Very effective
   b. Somewhat effective
   c. Uncertain
   d. Not very effective
   e. Definitely not effective

10. What was your primary goal in enrolling in this course? (Circle one)

   a. Prepare for entry into first career
   b. Prepare for entry into different career
   c. Update skills for current job
   d. Mandated by your employer
   e. Self-enrichment
   f. Other (specify) _____

11. To what extent did this course meet your primary goal? (Circle one)

   a. Completely b. Mostly c. Uncertain d. Somewhat e. Not at all

12. Would you recommend this course to other people who share the same primary goal? (Circle one)

   a. Yes b. No c. Not sure

13. How "critical" or "important" was the course to your training / retraining needs in relation to your employment and/or educational goal(s)? (Circle one)

   a. Very critical
   b. Somewhat critical
   c. Uncertain
   d. Not very critical
   e. Definitely not critical

14. Using the following scale, please rate the following four administrative features of the course by circling the appropriate number: (1 = Very Good; 2 = Good; 3 = Fair; 4 = Poor; 5 = Very Poor)

	ADMINISTRATIVE FEATURE	VG	G	F	P	VP
a.	Registration procedures for the course	1	2	3	4	5
b.	Tuition payment procedures	1	2	3	4	5
c.	Location of the class	1	2	3	4	5
d.	Class environment (e.g., lighting, seating, instructional resources, etc.).	1	2	3	4	5

15. Would you enroll in other continuing education course(s) at your local community college? (Circle one)

   a. Yes b. No c. Not certain

16. Provide any comments regarding the quality of the course in which you were enrolled: _____
_____
_____
_____
_____

APPENDIX D

Guidelines for Administration

of Business and Industry Questionnaire

STATE OF IOWA

TERRY E. BRANSTAD, GOVERNOR

DEPARTMENT OF EDUCATION
WILLIAM E. LEPLEY, ED.D., DIRECTOR

NO: 91.004

DATE: August 16, 1990

TO: Adult Deans and Directors

FROM: Bureau of Educational and Student Services

SUBJECT: Guidelines for Administration of the Business and Industry Questionnaire

INTRODUCTION

The purpose of this memorandum is to outline the guidelines for administering the Business and Industry questionnaires in conjunction with the Continuing Education Impact Study. Enclosed are the following materials: (1) **Number of Businesses and Industries in each Merged Area School District to be Surveyed for Iowa's Community Colleges Continuing Education Impact Study** document, (2) Business and Industry Survey Questionnaires, (3) Sample cover letter, (4) Cover Sheet for Business and Industry Questionnaire.

PROCEDURES

The following procedures should be followed for successful completion of the Business and Industry Survey.

1. **The following documents should be sent to the pre-selected Businesses and Industries: (1) cover letter, (2) survey, (3) return postage paid envelope.**

   a. The cover letter should contain similar wording as provided by the enclosed sample.

   b. The questionnaires should be sent to a specific person as opposed to a general mailing address.

   c. The questionnaires should be sent to the number of businesses and industries listed for each community college and only to those which meet the criteria for selection.

2. **The completed questionnaires should be sent to me at the end of the survey timeframe.**

   a. Each area college should send all completed questionnaires to me along with a completed cover sheet.

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b. The questionnaires should be returned to me via **certified mail with return receipt requested**. (Follow mailing directions on the Business and Industry Questionnaire cover sheet.)

TIMEFRAMES

It is absolutely critical to adhere to the following time frames for successful completion of the Business and Industry survey.

	EVENTS	DATES
1.	Community Colleges receive materials from Dept. of Education.	August 27, 1990
2.	Community colleges send questionnaires to pre-selected Businesses and Industries.	September 1, 1990
3.	Questionnaires sent back to community colleges by responding Businesses and Industries.	September 15, 1990
4.	Questionnaires sent to John.	September 30, 1990
5.	Data entry & initial analysis	October 15, 1990

SUMMARY

Please implement the outlined procedures within the allotted timeframes. If you have any questions, please contact me.

Sincerely,

John Hartwig, Consultant
Bureau of Educational and Student Services

JH/bse

APPENDIX E

Guidelines for Administration

of Student Questionnaire

STATE OF IOWA

TERRY E. BRANSTAD, GOVERNOR

DEPARTMENT OF EDUCATION
WILLIAM L. LEPLEY, ED.D., DIRECTOR

NO: 91.005

DATE: September 16, 1990

TO: Adult Deans and Directors

FROM: Bureau of Educational and Student Services

SUBJECT: Guidelines for Administration of the Student Questionnaires

INTRODUCTION

The purpose of this memorandum is to outline the guidelines for administering the student questionnaires in conjunction with the Continuing Education Impact Study. Enclosed are the following materials: (1) **A Listing of CIP Numbers and Number of Students to be Surveyed by Merged Area School for Iowa's Community Colleges Continuing Education Impact Study documents**, (2) Student Survey Questionnaires, (3) Sample cover letter, (4) Cover Sheet for Student Questionnaires.

PROCEDURES

The following procedures should be followed for successful completion of the Student Survey.

1. **The following documents should be sent to the pre-selected Students: (1) cover letter, (2) survey, (3) return postage paid envelope.**

   a. The cover letter should contain similar wording as provided by the enclosed sample.

2. **The completed questionnaires should be sent to me at the end of the survey timeframe.**

   a. Each area college should send all completed questionnaires to me along with a completed cover sheet.

   b. The questionnaires should be returned to me via **certified mail with return receipt requested.** (Follow mailing directions on the Student Questionnaire cover sheet.)

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c. A separate cover sheet must be completed for each 2 digit CIP number. (e.g. if a community college were sending completed questionnaires on CIP numbers 03, 10, 11, 48; four separate cover sheets must be completed and sent with the pre/sorted completed student questionnaires.)

TIMEFRAMES

It is **absolutely critical to adhere to the following time frames for successful completion of the student questionnaires.**

	EVENTS	DATES
1.	Community Colleges receive materials from Dept. of Education.	September 21, 1990
2.	Community colleges send questionnaires to pre-selected students.	October 1, 1990
3.	Questionnaires sent back to community colleges by responding students.	October 15, 1990
4.	Questionnaires sent to John.	October 30, 1990
5.	Data entry & initial analysis	November 15, 1990

SUMMARY

Please implement the outlined procedures within the allotted timeframes. If you have any questions, please contact me.

Sincerely,

John Hartwig, Consultant
Bureau of Educational and Student Services

JH/bse

APPENDIX F

Listing of Deans and Directors of Adult Education by Community College District

Community College District Number	Adult Dean or Director	Community Colleges
I	Dr. Jane Forster	**Northeast Iowa Community College** Box 400 Calmar, Iowa 52132
II	Mr. Roger Holcomb Dr. Robert Schlimgen	**North Iowa Area Community College** 500 College Drive Mason city, Iowa 50401
III	Mr. Milt Nolting	**Iowa Lakes Community College** Continuing Education Department 300 South 18th Street Estherville, Iowa 51334
IV	Mr. Wayne Reed	**Northwest Iowa Technical College** Highway 18, West Sheldon, Iowa 51201
V	Dr. Wm. Giddings	**Iowa Central Community Colleges** 330 Avenue "M" Fort Dodge, Iowa 50501
VI	Mr. Conrad Dejardin	**Iowa Valley Community College District** Continuing Education Center Box 536, 3700 South Center Marshalltown, Iowa 50158
VII	Mr. George Bennett	**Hawkeye Institute of Technology** 1501 East Orange Road, Box 8015 Waterloo, Iowa 50704
IX	Mrs. Nancy Kothenbeutel	**Eastern Iowa Community College District** 306 West River Drive Davenport, Iowa 52801-1221
X	Mr. Roger Huggins	**Kirkwood Community College** 6301 Kirkwood Blvd. SW Box 2068, Building #13 Cedar Rapids, Iowa 52407
XI	Dr. Jeff J. Stevenson	**Des Moines Area Community College** 2006 Ankeny Boulevard Ankeny, Iowa 50021

XII	**Dr. Robert J. Rice**	**Western Iowa Tech Community College** 4647 Stone Avenue, Box 265 Sioux City, Iowa 51102
XIII	**Dr. Dennis Eitmann** **Mr. James Shaw** **Mr. Ward Bean**	**Iowa Western Community Community** 2700 College Road, Box 4C Council Bluffs, Iowa 51502
XIV	**Mr. Thomas L. Lesan**	**Southwestern Community College** 1501 Townline Street Creston, Iowa 50801
XV	**Mr. Robert A. Wells**	**Indian Hills Community College** Ottumwa Campus Grandview & Elm Ottumwa, Iowa 52501
XVI	**Mr. Charles Schulz**	**Southeastern Community College** 1015 South Gear Avenue West Burlington, Iowa 52655

APPENDIX G

Response Rates for the Business and Industry and Adult Clientele Surveys by Community College District

BUSINESS & INDUSTRY SURVEY RESPONSE RATES FOR IOWA'S COMMUNITY COLLEGES CONTINUING EDUCATION IMPACT STUDY

Community College District No.	Number of Surveys Sent	Number of Surveys Received	Percent Response Rate	Survey Technique
I	40	22	55.00	M
II	41	28	68.29	M
III	31	27	87.10	M
IV	58	32	55.17	M
V	30	23	76.67	M
VI	12	11	91.67	M
VII	93	58	62.37	M
IX	75	49	65.33	M
X	29	25	86.21	P.I.
XI	100	65	65.00	M
XII	75	72	96.00	M
XIII	20	22	100.00	P.I.
XIV	25	25	100.00	P.I.
XV	29	23	79.31	M
XVI	31	18	58.06	M
Total	689	500	72.57	

M = Mailed Surveys
P.I. = Personal Interview

NOTES:
1. 12 community colleges mailed survey questionnaires. 3 conducted personal interviews.
2. There was an overall response rate of 72.56 percent.

SUMMARY OF ADULT CLIENTELE (STUDENT) SURVEY RESPONSE RATE FOR IOWA'S COMMUNITY COLLEGES' CONTINUING EDUCATION IMPACT STUDY

Community College District No.	Number of Surveys Sent	Number of Surveys Received	Percent Response Rate
I	3,014	841	27.90
II	4,048	1,026	25.35
III	4,216	927	21.99
IV	1,973	674	34.16
V	2,497	772	30.91
VI	1,158	350	30.22
VII	1,893	528	27.89
IX	1,516	311	20.51
X	1,269	387	30.50
XI	3,783	886	23.42
XII	1,527	426	27.90
XIII	1,388	300	21.61
XIV	676	339	50.15
XV	1,896	415	21.89
XVI	1,772	571	32.22
TOTAL	32,626	8,753	26.83

Summary of Adult Educational Clientele
(Student)
Survey Response Rate for Iowa's Community Colleges'
Continuing Education Impact Study

Community College District No.	Number of Surveys Received	Percent Response Rate
I	841	27.90
CIP 03 (Business and Office)	4	
CIP 17 (Allied Health)	485	
CIP 20 (Vocat Home Econ)	234	
CIP 18 (Health Sciences)	118	
II	1,026	25.35
CIP 11 (Comp Info Serv)	157	
CIP 17 (Allied Health)	768	
CIP 48 (Precision and Product)	101	
III	927	21.99
CIP 03 (Allied Health)	665	
CIP 06 (Business and Mgt)	121	
CIP 07 (Business and Office)	141	
IV	674	34.16
CIP 06 (Business and Mgt)	53	
CIP 17 (Allied Health)	199	
CIP 18 (Health Sciences)	253	
CIP 20 (Voc Home Econ)	169	
V	772	30.91
CIP 01 (Agribus and Agric Prod)	143	
CIP 07 (Business and Office)	365	
CIP 17 (Allied Health)	219	
CIP 49 (Trans and Material)	45	

VI	350	30.22
CIP 06 (Business and Mgt.)	74	
CIP 07 (Business and Office)	144	
CIP 20 (Vocat and Home Econ)	132	
VII	528	27.89
CIP 07 (Business and Office)	280	
CIP 18 (Health Sciences)	195	
CIP 49 (Trans and Matr Mov)	53	
IX	311	20.51
CIP 06 (Business and Mgt)	192	
CIP 08 (Market and Distrib)	68	
CIP 47 (Mechanics and Repair)	51	
X	387	30.50
CIP 01 (Agribus & Agri Prod)	57	
CIP 08 (Market and Distrib)	74	
CIP 46 (Construction Trades)	71	
CIP 47 (Mechanics and Repair)	100	
CIP 48 (Precision and Product)	85	
XI	886	23.42
CIP 06 (Business and Mgt)	249	
CIP 07 (Business and Office)	315	
CIP 46 (Construction Trades)	34	
CIP 47 (Mechanics and Repair)	288	
XII	426	27.90
CIP 12 (Consumer, Personal,...)	124	
CIP 20 (Vocat Home Economics)	278	
CIP 46 (Construction Trades)	24	

XIII	300	21.61
CIP 06 (Business and Mgt)	135	
CIP 09 (Communications ...)	13	
CIP 12 (Consumer, Personal ...)	139	
CIP 48 (Precision and Production)	13	
XIV	339	50.15
CIP 08 (Marketing and Distrib)	82	
CIP 20 (Vocational Home Econ)	257	
XV	415	21.89
CIP 08 (Marketing and Distrib)	138	
CIP 12 (Consumer, Personal ...	97	
CIP 20 (Vocational Home Econ)	180	
XVI	571	32.22
CIP 01 (Agribus & Agri. Prod.)	70	
CIP 07 (Business and Office)	254	
CIP 09 (Communications)	6	
CIP 20 (Vocational Home Econ)	241	
TOTAL	8,753	26.83

APPENDIX H

Press Releases

Iowa Department of Education

News Release

For Release: January 7, 1991

Community Colleges Receive High Marks from Iowa Businesses and Industries

Iowa's 15 community colleges are very successful in meeting the training needs of business and industry, according to the results of a recent Department of Education study.

Nearly 90 percent of the 500 companies responding to a survey said that adult training courses through the community colleges had met the needs of their organization, and 93 percent said the courses met the needs of their employees. Nearly 96 percent said they would recommend community college courses to other businesses or industries.

"It's very unusual to find such an overwhelming endorsement," said Dean Wright, a Drake University professor who was the chief researcher for the study. "Data collected in our research demonstrated clearly that community colleges have a very high level of success in meeting the needs of their local businesses and industries."

Nearly 60 percent of the employers projected that their training needs would increase during the 1990s. Sixty-one percent of those who predicted an increase foresaw up to a 24 percent increase. About 19 percent said their training needs would increase between 25 percent and 49 percent during the 1990s, while another 20 percent foresaw increases between 50 percent and 100 percent. Over 85 percent said they would probably use community colleges to meet their increased training needs.

Employers saw a greater need for community college services in identifying training needs and developing custom training programs to meet those needs. Nearly 38 percent of the employers saw a need for more services in the area of customized training and about 25 percent wanted the community colleges to offer more consulting and needs assessment services.

"I think this will be useful information for community college staffs to use in strategic planning," said Wright. "They can use it to determine how to better serve business and industry in their areas."

About 3,000 businesses and industries use community college programs to meet their training and staff development needs each year. Most of the employers responding to the survey were manufacturing or service companies with less than 100 employees. Companies selected for the survey had been using community college training programs regularly for the past two or three years.

The study was conducted in October 1990 by Drake University for the Department of Education in cooperation with the Iowa Association of Community College Trustees, the Iowa Association of Community College Presidents, and the Community College Adult and Continuing Education Deans and Directors Association. It is the first statewide survey of its kind conducted in Iowa.

Note to Editors: Comparable information is available about an individual community college by contacting the directors of adult education listed on the following page.

Iowa Department of Education - Grimes State Office Building - Des Moines, Iowa 50319
Contact: Dean Wright, professor, Drake University, 515/ 271-3618; or John Hartwig, adult education consultant, Department of Education, 515/281-3636.

Community college study
add one

Adult Education Directors for Iowa Community Colleges

Ankeny: Des Moines Area Community College, Jeff Stevenson, 515/964-6355
Calmar: Northeast Iowa Technical Institute, Jane Forster, 319/562-3263
Cedar Rapids: Kirkwood Community College, Roger Huggins, 319/398-5411
Council Bluffs: Iowa Western Community College, Ward Bean, 712/325-3268
Creston: Southwestern Community College, Thomas Lesan, 515/782-7081
Davenport: Eastern Iowa Community College District, Nancy Kothenbeutel, 319/322-5015
Estherville: Iowa Lakes Community College, Milt Nolting, 712/362-7231
Fort Dodge: Iowa Central Community College, William Giddings, 515/576-7201
Marshalltown: Iowa Valley Community College District, Conrad Dejardin, 515/752-4645
Mason City: North Iowa Area Community College, Robert Schlimgen, 515/421-4296
Ottumwa: Indian Hills Community College, Robert Wells, 515/683-5182
Sheldon: Northwest Iowa Technical College, Wayne Reed, 712/324-2587
Sioux City: Western Iowa Tech Community College, Robert Rice, 712/274-6224
Waterloo: Hawkeye Institute of Technology, George Bennett, 319/296-2320
West Burlington: Southeastern Community College, Charles Schulz, 319/752-2731

NIACC news release

North Iowa Area Community College • Mason City, Iowa 50401 • (515) 421-4269

note: This news release supplements the news release from the Iowa Department of Education.

ref268

FOR IMMEDIATE RELEASE January 7, 1991

NIACC Receives High Marks from Iowa Businesses and Industries

MASON CITY -- North Iowa Area Community College is very successful in meeting the training needs of local businesses and industries in a quality fashion, according to the results of a recent Department of Education study.

Over 96 percent of the local companies responding to a survey said that adult training courses through NIACC had met the needs of their organization, and the same percentage said the courses met the needs of their employees. Every local company surveyed was satisfied with the quality of NIACC's training/retraining courses. Over 96 percent said they would recommend the NIACC training courses to other businesses or industries.

Nearly 61 percent of the local employers projected that their training needs would increase during the 1990s. Sixty-seven percent of those who predicted an increase foresaw up to a 24 percent increase. About 22 percent said their training needs would increase between 25 and 49 percent during the 1990s, while another 11 percent foresaw increases between 50 percent and 100 percent. Nearly 93 percent said they plan to utilize NIACC to meet their increased training needs.

Employers saw a greater need for NIACC services in identifying training needs and developing custom training programs to meet those needs. Nearly 38 percent of the employers saw a need for more services in the area of customized training; about 22 percent wanted NIACC to offer more needs assessment services; and about 15 percent wanted NIACC to work with them on consulting and new technology developments.

Five hundred companies responded to the statewide survey. Most of the employers responding to the survey from North Iowa were

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manufacturing or service companies with either 50-100 employees or over 200 employees. Companies selected for the survey had been using NIACC training programs regularly for the past couple years.

During 1990, the NIACC Continuing Education Division enrolled nearly 3500 employees of North Iowa businesses and industries in training and retraining programs.

The study was conducted in October 1990 by Drake University for the Department of Education in cooperation with the Iowa Association of Community College Trustees, the Iowa Association of Community College Presidents, and the Community College Adult and Continuing Education Deans and Directors Association. It is the first statewide survey of its kind conducted in Iowa.

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NEWS RELEASE

May be published when received

NORTHWEST IOWA TECHNICAL COLLEGE
HIGHWAY 18 WEST, SHELDON, IOWA 51201
Phone 712 324 5061 or toll free, 1 800 352-4907, Ext. 165
January 18, 1991

NORTHWEST IOWA TECHNICAL COLLEGE RECEIVES HIGH MARKS

SHELDON--According to the results of a recent Department of Education study, Northwest Iowa Technical College and the other colleges in Iowa are very successful in meeting the training needs of business and industry. Nearly 90 per cent of the 500 companies responding to a survey statewide indicated that adult training courses offered through their local community colleges met the needs of their organization, and 93 per cent said that the course met the needs of their employees. One-hundred per cent of the respondents to the survey in the NITC area said they would recommend NITC to other businesses and industries needing training for their employees.

"It is very unusual for such an overwhelming endorsement," said Dean Wright, a Drake University professor who was the chief researcher for the study. "Data collected in our research demonstrated clearly that community colleges have a very high level of success in meeting the needs of their local businesses and industries."

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Nearly 38 per cent of the employers in the NITC service area projected that their training needs would increase during the 1990's; about 44 per cent said their training needs would increase between 25 and 49 per cent during the 90's; and another 18 per cent projected increases between 50 and 100 per cent. Over 86 per cent of these employers plan on their training needs being met by NITC.

Nearly 28 per cent of the Northwest Iowa employers surveyed by NITC saw a need for more services in the areas of customized training, consulting, needs assessment services. "This will be very useful information for NITC as we plan for the future," said Wayne Reed, Dean of Student and Community Services at NITC. "It will help to focus on the needs identified by business and industry in our service area."

Most of the employers responding to the survey were companies with less than 100 employers. Companies selected for the survey have been using NITC training programs for several years.

The study was conducted in October 1990 by Drake University for the Department of Education in cooperation with the Iowa Association of Community College Trustees, the Iowa Association of Community College Presidents, and the Community College Adult and Continuing Education Deans and Directors Association. It is the first statewide survey of its kind conducted in Iowa.

Hawkeye Institute of Technology

NEWS

1501 East Orange Road • P.O. Box 8015 • Waterloo, IA 50704-8015 • 319-296-2320

FOR IMMEDIATE RELEASE

January 24, 1991 CONTACT PERSON: Sharon Miller

HAWKEYE TECH RECEIVES HIGH MARKS FROM BUSINESSES AND INDUSTRIES

Hawkeye Tech and the other 14 area community colleges in Iowa are very successful in meeting the training needs of business and industry, according to the results of a recent Department of Education study.

George Bennett, Hawkeye Tech's Vice President of Continuing Education and Economic Development, notes, "more than 91 percent of the Area VII companies responding to a survey were satisfied with the training received; 94 percent would also recommend HIT as a provider of training and re-training services to other companies." "As a result," Bennett said, "Continuing Education registrations and Customized Training with business and industry has continued to grow at a rapid pace."

Statewide data was very similar to the results in Area VII. "It's very unusual to find such an overwhelming

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endorsement," said Dean Wright, a Drake University professor who was the chief researcher for the study. "Data collected in our research demonstrated clearly that community colleges have a very high level of success in meeting the needs of their local businesses and industries."

In Area VII, 57 percent of the respondents projected their training needs would increase during the 1990's. Almost 70 percent of those who predicted an increase foresaw up to a 24 percent increase. About 12 percent said their training needs would increase between 25 and 49 percent during the 1990s, while 18 percent foresaw increases between 50 percent and 100 percent. Over 85 percent said they planned use HIT to meet their increased training needs.

Employers saw a greater need for community college services in identifying training needs and developing custom training programs to meet those needs. Nearly 57 percent of Area VII employers saw a need for more services in the area of customized training and about 33 percent wanted the college to offer more consulting and needs assessment services.

"I think this will be useful information for community college staffs to use in strategic planning," said Wright. "They can use it to determine how to better serve business and industry in their areas." Bennett concurs, adding, "Worker upgrading and re-training will remain a high priority for HIT."

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About 3,000 Iowa businesses and industries use community college programs to meet their training and staff development needs each year. Most of the Area VII employers responding were manufacturing or service companies, or governmental agencies with less than 150 employees. Companies selected for the survey had been using community college training programs regularly for the past two or three years.

The study was conducted in October 1990 by Drake University for the Department of Education in cooperation with the Iowa Association of Community College Trustees, the Iowa Association of Community College Presidents, and the Community College Adult and Continuing Education Deans and Directors Association. It is the first statewide survey of its kind conducted in Iowa.

Editor's Note: This release was adapted to reflect the local perspective. The Department of Education release is enclosed for your information. Also enclosed are graphs comparing HIT to the state-wide results. If additional information is needed, please contact Sharon Miller, 319-296-2320.

CLINTON COMMUNITY COLLEGE
SCOTT COMMUNITY COLLEGE
MUSCATINE COMMUNITY COLLEGE

EASTERN IOWA COMMUNITY COLLEGE DISTRICT

306 West River Drive · Davenport, Iowa · 52801-1221 · (319) 322-5015

PRESS RELEASE

FROM: Terry Nodine Bilyeu
(319)322-5015 Ext. 232
CONTACT: Nancy Kothenbeutel
(319)322-5015 Ext. 265

1/8/90

FOR IMMEDIATE RELEASE

Eastern Iowa Community College District Rated for High Performance

The Eastern Iowa Community College District (EICCD) has been judged successful in meeting the training needs of local industry according to a recent survey conducted by the Iowa Department of Education.

One hundred percent of those who responded to the survey indicated that they would recommend the EICCD adult vocational training/retraining courses to other businesses and industries. Seventy eight percent reported that they were satisfied with the quality of the training they had received from the district.

Many of the courses offered by the district are customized to fit the requirements of a particular industry and nearly 90 percent of respondents said that those courses had met the training needs of their employees.

Most of the companies who participated represented manufacturing. They indicated that the basic reason for the

training was to upgrade employee skills in order to enhance quality and productivity.

Over 60 percent of the respondents said that the training was "critical" or "important" to employees' performance. Nearly 85 percent plan to use the EICCD for future employee training.

George Varchola, associate director of the Eastern Iowa Business & Industry Center, a service of the community college district, said that "the survey verifies the fact that we are able to meet the critical training needs of business and industry in eastern Iowa. It also shows that many companies have increased their commitment to employee training as a way to enhance quality and improve productivity."

The survey was conducted in October 1990 by Drake University and the Iowa Department of Education in cooperation with the Iowa Association of Community College Trustees, the Iowa Association of Community College Presidents and the Community College Adult and Continuing Education Deans and Directors Association.

# # #

News Release

Des Moines Area Community College

FOR IMMEDIATE RELEASE

For more information contact:
Dr. Jeff Stevenson 964-6355

DMACC RECEIVES HIGH MARKS FROM IOWA BUSINESSES AND INDUSTRIES

An Iowa Department of Education study shows Des Moines Area Community College has been very successful in meeting the training needs of Iowa businesses and industries.

Nearly 82 percent of the 65 companies in the district responding to the Adult Training/Retraining Survey said the adult training courses offered through DMACC had met the needs of their organization and more than 89 percent said the DMACC courses had met the needs of their employees. More than 89 percent said they would recommend DMACC's courses to other businesses or industries.

"We're pleased that DMACC is meeting the educational needs of businesses and industries in our district and we're especially pleased that they're satisfied with the quality of our services," said Dr. Jeff Stevenson, Dean of Continuing Education at DMACC.

Sixty-one percent of the employers surveyed in the DMACC district projected that their training needs would increase during the 1990's.

Employers saw a greater need for community college services in identifying training needs and developing training programs to meet those needs.

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Community colleges can expect businesses and industries to use the two-year colleges to meet employee training and retraining needs in the future. According to the survey, 87 percent of the companies surveyed in the DMACC district said they plan to utilize the local community college to meet their increased employee training/retraining needs during the 1990's.

Stevenson says DMACC plans to use this survey to better meet the needs of businesses within the 11-county area served by the Ankeny-based community college.

"The study shows companies will be needing more education and training in the future and we want to provide them with the education and training they need at the same quality level they are accustomed to receiving," said Stevenson.

Companies selected for the survey had been using community college training programs for the past two or three years.

The study, the first of its kind in Iowa, was conducted in October 1990 by Drake University for the Department of Education in cooperation with the Iowa Association of Community College Trustees, the Iowa Association of Community College Presidents, and the Community College Adult and Continuing Education Deans and Directors Association. Dr. John Hartwig of the Iowa Department of Education and Dr. R. Dean Wright of Drake University, served as research consultants to the survey.

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IOWA WESTERN COMMUNITY COLLEGE NEWS

Peggy Maguire
Director of PR and Marketing
IWCC
2700 College Road, Box 4-C
(712) 325-3262
1-800-432-5852

January 15, 1991
Rel. No. 221

IOWA WESTERN RECEIVES HIGH MARKS FROM AREA BUSINESSES/INDUSTRIES

Iowa Western Community College is highly successful in meeting the training needs of business and industry, according to the results of a recent Department of Education study.

One hundred percent of the survey respondents in Iowa Western's service area, said that the College's adult training courses had completely or mostly met the needs of the organization. Over 95 percent said the courses had met the needs of their employees; the remaining percentage was uncertain. In addition, 100 percent of the organizations said they would recommend Iowa Western courses to other businesses and industries.

Across the state, nearly 90 percent of the 500 companies responding to the survey said that community college training courses had met their needs; 93 percent said the courses met the needs of their employees. Nearly 96 percent said they would recommend Iowa community college courses to other businesses and industries.

"It's very unusual to find such an overwhelming endorsement," said Dean Wright, a Drake University professor who served as chief researcher for the study. "Data collected clearly demonstrates that Iowa community colleges have a very high level of success in meeting the needs of local businesses and industries."

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In Iowa Western's service area, nearly 55 percent of the respondents said they anticipate their employee training or retraining needs to increase in the 1990s. Of those organizations, just over 46 percent said they anticipate the increase to be up to 24 percent. Nearly 38 percent said they expect an increase of between 50 and 74 percent, and about 15 percent project an increase of between 25 and 49 percent. Over 76 percent of the organizations said they plan to utilize Iowa Western to meet these training and retraining needs.

About 3,000 businesses and industries use Iowa's community colleges to meet their training and staff development needs each year. Most of the employers responding to the survey were manufacturing or service companies with less than 100 employees. Companies selected for the survey had been using community college training programs regularly for the past two or three years.

The Department of Education study was conducted in October 1990 by Drake University, in cooperation with the Iowa Association of Community College Trustees, the Iowa Association of Community College Presidents, and the Community College Adult and Continuing Education Deans and Directors Association. It was the first statewide survey of its kind conducted in Iowa.

Southwestern Community College

FILE COPY

1501 WEST TOWNLINE - CRESTON, IOWA 50801 - (515) 782-7081

June Bower
Director of Human Resources and Development
January 11, 1991

NEWS RELEASE

BUSINESS LEADERS HIGH ON SWCC TRAINING

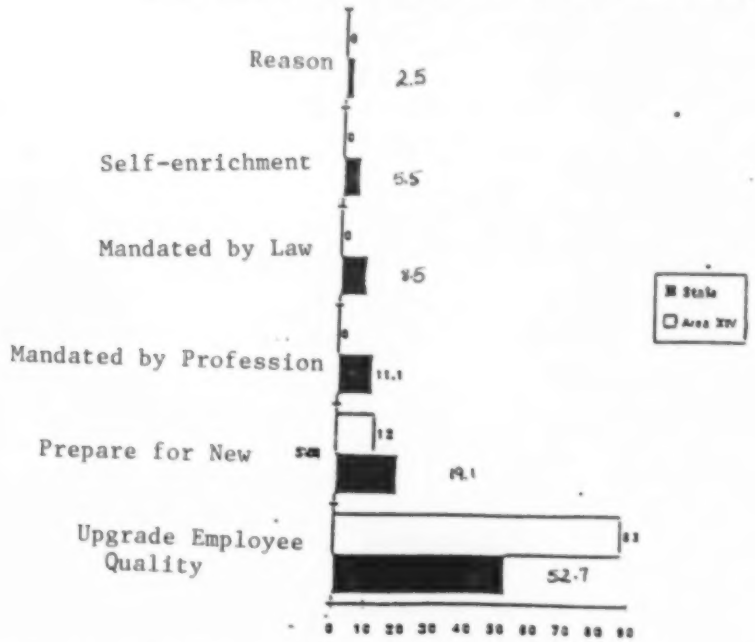
The Adult and Continuing Education Program at Southwestern Community College receives high marks from area businesses and industries, according to the the results of a recent statewide survey.

The survey, conducted by Drake University for the Department of Education, asked businesses and industries, "did the course meet the training needs of your employees?" The response rate from Area XIV was 100% positive. Barb Stephens, one of five Adult and Continuing Education coordinators at SWCC stated that "the response rate was also 100% positive when our area employers were asked if they would recommend SWCC's Adult Ed training to other businesses and industries. Other coordinators locally are Kirk Levine, Betty Wallace, Sue Freemyer, and Sharon Bennett.

Overall, SWCC's Adult Continuing Education Program received a more positive response rate than statewide. However, nearly 90% of the 500 companies surveyed in Iowa said that adult training courses through the community colleges had met the needs of their organizations.

The following graph illustrates the reasons that businesses and industries refer their employees to the community colleges for training. Eighty-eight percent of Area XIV's businesses and industries said they utilize the college to upgrade employee quality.

Percentage Response of Area XIV to Question: "What was the primary goal for referring your employee(s) to Adult Vocational Training/Retraining course(s)?



SWCC"s Adult and Continuing Education Department plans to use the information received from the survey to plan future training programs.

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Iowa Department of Education

News Release

FOR IMMEDIATE RELEASE: MARCH 1, 1991

Survey: Demand for adult courses at community colleges expected to continue

Iowa community colleges can expect to see a continued demand during the next decade for programs to update and improve the skills of adult workers, according to results of a recent Department of Education study.

Seventy-one percent of the 8,753 adult students surveyed said community college training courses were important to their employment or education goals. Seventy-one percent said they planned to enroll in other continuing education courses. Eighty-two percent said they were satisfied or very satisfied with the quality of courses at the community colleges.

"The students see the training as important to their jobs and their goals and say that they'll continue using community college training to meet their needs," said Dean Wright, a Drake University professor who was the chief researcher for the study. "I think community colleges can expect a continued and perhaps increasing demand for these services."

The responses from adult students mirror those of employers in results of a similar study released last month. Nearly 60 percent of the 500 Iowa companies surveyed projected that their training needs would increase during the 1990s, and over 85 percent said they were likely to use community colleges to meet those needs.

Most students (58 percent) said their primary goal in taking a community college course was to update their current skills. Fourteen percent said the course was required by their employer, 18 percent took the course to prepare for a new or different career, while 9 percent said it was taken for enrichment.

In 1989, Iowa's 15 community colleges served more than 233,800 adults in training programs. Students selected for the survey had completed courses in areas such as business, trades and industry, agriculture, communications, health, home economics and computer trades.

Sixty percent of the students surveyed were between 31 and 50 years old. Most (51 percent) held a high school diploma, 12 percent had not graduated from high school, while 18 percent had some college, 12 percent were community college graduates and 6 percent held university degrees. About 45 percent of the students worked full time, 30 percent worked part time and 15 percent were unemployed.

The studies were conducted in late 1990 by Drake University for the Department of Education in cooperation with the Iowa Association of Community College Trustees, the Iowa Association of Community College Presidents, and the Community College Adult and Continuing Education Deans and Directors Association. They are the first statewide surveys of their kind conducted in Iowa.

Note to Editors: comparable information is available about an individual community college by contacting the directors of adult education listed on the following page.

Iowa Department of Education - Grimes State Office Building - Des Moines, Iowa 50319
Contact: Dean Wright, professor, Drake University, 515/ 271-3618; or John Hartwig, adult education consultant, Department of Education, 515/281-3636.

Community college study
add one

Adult Education Directors for Iowa Community Colleges

Ankeny: Des Moines Area Community College, Jeff Stevenson, 515/964-6355
Calmar: Northeast Iowa Technical Institute, Jane Forster, 319/562-3263
Cedar Rapids: Kirkwood Community College, Roger Huggins, 319/398-5411
Council Bluffs: Iowa Western Community College, Ward Bean, 712/325-3268
Creston: Southwestern Community College, Thomas Lesan, 515/782-7081
Davenport: Eastern Iowa Community College District, Nancy Kothenbeutel, 319/322-5015
Estherville: Iowa Lakes Community College, Milt Nolting, 712/362-7231
Fort Dodge: Iowa Central Community College, William Giddings, 515/576-7201
Marshalltown: Iowa Valley Community College District, Conrad Dejardin, 515/752-4645
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Sioux City: Western Iowa Tech Community College, Robert Rice, 712/274-6224
Waterloo: Hawkeye Institute of Technology, George Bennett, 319/296-2320
West Burlington: Southeastern Community College, Charles Schulz, 319/752-2731

NORTHEAST IOWA
COMMUNITY COLLEGE

News Release

Survey: Demand for Adult Courses at Community Colleges Expected to Continue

Northeast Iowa Community College can expect to see a continued demand during the next decade for programs to update and improve the skills of adult workers, according to results of a recent Department of Education study.

Seventy-two percent of the 841 adult students surveyed locally said community college training courses were important to their employment or education goals and seventy-two percent said they planned to enroll in other continuing education courses. Eighty-eight percent said they were satisfied or very satisfied with the quality of courses at the community colleges. Their responses were a portion of 8,753 responses received by the Department of Education in a statewide survey of continuing education programs by the community colleges.

"Programs and services to upgrade currently employed workers and to retrain other workers are a high priority for the Community Services Division of the College", stated Dr. Jane C. Forster, Vice President of Community Services. "I am pleased with the results of our local survey which show high satisfaction of class participants."

The survey results also demonstrate the success of the Continuing Education delivery system throughout the district served by Northeast Iowa Community College. Many classes are established at business sites and/or in local towns. Eighty-three percent of the respondents drove less than thirty miles for their training.

The responses from adult students in continuing education mirror those of employers in results of a similar study released last month. Nearly 60 percent of the 500 Iowa companies surveyed projected that their training needs would increase during the 1990s, and over 85 percent said they were likely to use community colleges to meet those needs.

Students (72 percent) said that their primary goal in taking a community college continuing education course was to update their current skills or to prepare for a new or different career. Twelve percent said that the course was required by their employer and twelve percent took the course for self enrichment.

In 1989, Iowa's 15 community colleges served more than 233,800 adults in continuing education training programs. Students selected for the survey had completed courses in areas such as business, computer skills, trades and industry, agriculture, communications, health, and home economics.

The studies were conducted in late 1990 by Drake University for the Department of Education in cooperation with the Iowa Association of Community College Trustees, the Iowa Association of Community College Presidents, and the Community College Adult and Continuing Education Deans and Directors Association. They are the first statewide surveys of their kind conducted in Iowa.

For further information on the survey, contact Dr. Jane C. Forster, Vice President of Community Services, Northeast Iowa College, 1-800-728-CALMAR.

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2/28/91
ERIC Clearinghouse for Junior Colleges
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